

Project:

~~Series of Documentaries on Urban Problems~~
~~SEVEN DOCUMENTARY SERIES~~

Project Title:

"The Promised Land"

Proposal Initiator:

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INTRODUCTION

The inadequacies mass media have demonstrated in the climate of upheaval currently renting the seams of American social fabric have been, and are now being, analyzed. They revolve around three essential points: (1) A lack of real concern -- until the riots -- for minority groups and their problems; (2) a lack of perception into, and from the viewpoint of, the various disenfranchised areas of our society; and (3) The inability to get at and present to the public significant expressions of the various realities present in the country today.

This is most blatant with respect to minority groups, especially the Negro, but it also manifests itself in an inability to perceive and appraise in a really meaningful manner the social problems encountered by individuals, families, and institutions at all levels of our rapidly changing society. In short, the media have been unable to break from their preconceptions of and lack of contact with the situations and personalities they have chosen to deal with merely as "news." As a result they have contributed little to knowledge, communication, or understanding.

It is the belief of Seeds of Discontent, Inc. that statistics do not speak, but that people do; that facts do not and can not exist separate from the human beings and human feelings that they express.

Further, it is the belief of Seeds of Discontent that the people must speak, must say what they think and feel in any way they can, and these documents of reality must be organized and presented in a balanced view based on the prevailing outlook voiced by the group of people whose reality is being expressed.

Seeds of Discontent is, then, an attempt by professionals in the media to break new ground with relevant and meaningful programs designed to make abstract knowledge as real and as human as it is; and, in doing this, to appeal to the human sensations in all men in order that other men's realities might be communicated and thus understood with compassion rather than with the detached abstraction of intellectual "understanding," or in the uninvolved and unsympathetic context of "fact" or "news."

* * * * *

Part I of this document gives the history, organization, and objectives of Seeds of Discontent with bibliographic information on the individuals.

Part II of this presentation documents the success of the approach taken by Seeds of Discontent in the media of radio, while at the same time outlining the subjects and problems investigated.

Enclosed is a tape compiled from programs I, VI, VII, AND VIII, which demonstrates the general approach employed and kinds of documents collected.

Part III sets forward the immediate proposal, its intentions, and anticipated cost.

Part IV discusses and summarizes the proposal and highlights future interests of Seeds of Discontent.

Part V Presents Budget Breakdown on an individual + continuity basis.

PART I

The organization, Seeds of Discontent, Inc. was formed after the successful completion of a 26-week radio series called "Seeds of Discontent." The radio series was developed, produced, and written by Mr. Hartford Smith, Jr. and Mr. David Lewis in 1967 and 1968 in the aftermath of the Detroit riots. The radio series was broadcast through the auspices of the radio station WDET, FM, Wayne State University School of Mass Communications. Although the series was produced locally, it later received national recognition via the National Educational Radio Network. The entire series was broadcast via National Educational Radio Network in 28 states and 82 different cities throughout the U.S. (See Part II of this report for a detailed summary of national and local reaction to this series.)

At the present time, Seeds of Discontent, Inc. is made up of concerned and devoted craftsmen in the field of mass communications and professionals in the field of social analysis. More specifically the members of the corporation at the present time are as follows:

Professor Hartford Smith, Jr., President

Mr. Smith is the ex-administrative head of the State Department of Social Services Screening and Intake Unit which handles the youth rehabilitation program for all delinquent boys and girls committed to the state from Wayne County. He is now presently employed as an assistant professor of Social Work, Community Organization Sequence in the School of Social Work at Wayne State University. Mr. Smith was born in Alabama and migrated to Detroit in 1956. He attended Wayne State University and now lives and works in Detroit. Mr. Smith was the interviewer, writer, analyst and narrator for the radio series, "Seeds of Discontent."

Mr. David Lewis, Vice-President

Mr. Lewis is a graduate of Wayne State University School of Mass Communications with a Bachelor of Arts Degree in Mass Communications. He has had a varied and long career. He was one of the first

producer-promoters to stage folk music concerts in the country, bringing such performers as Odetta to Detroit. He has worked in television, and theater in various parts of the country and has a wide background in both training and experience. He is a Detroit resident, having resided here permanently for many years, who has worked diligently to see programs of a documentary nature produced and presented to the public. Mr. Lewis, who was the producer for the radio series "Seeds of Discontent," is technical director in charge of radio production.

Lambro Niforos, Research Coordinator and
Secretary-Treasurer

Miss Niforos, a native Detroiter, attended Wayne State University where she majored in Spanish, French and English. While at the University she worked in various capacities that gave her the

in research methods that she brings to this position. She is currently employed by Radio Station WDET, FM.

Mr. Robin Eichele, Co-Director in charge of
Motion Picture Productions

Mr. Eichele came to Detroit in 1960 to attend Monteith College at Wayne State University where he concentrated his studies in English, Humanistic Studies and Film Production. He worked for five years for WDTM, FM, in Detroit, programming spoken word programs, poetry and prose, as well as writing book reviews, film reviews and interviewing numerous visiting writers, poets, film directors and actors. In 1966 and 1967 Mr. Eichele continued his study of film ^{in London, England.} While there he wrote and directed a documentary on partially hearing and deaf children. Since returning to Detroit, Mr. Eichele has been producing audio-visual aids for education,

free-lancing in still and cinematography in a wide variety of areas and teaching in the Detroit public schools. He is presently employed as a producer/director by the Tom Thomas Organization in Detroit. Mr. Eichele is one of the founding members of "Seeds of Discontent, Incorporated."

Mr. Patrick J. Cragin, Co-Director of
Motion Picture Productions

Mr. Cragin was born in Detroit and lived most of his life in Chicago, Illinois. He attended both Northwestern University and Wayne State University. For the past six years he has worked as a free-lance cameraman and has had a wide range of experience in television and other media, including experience in Cinerama and Panavision techniques. He is presently Motion Picture Production Manager for the Tom Thomas Organization.

~~PART II~~

Eric Sevareid's statement at the Emmy Award Presentation in 1958 summarizes the objectives of Seeds of Discontent, Inc.:

"We know what we have to do. We have to amuse,
and there we have done well, I think . . .

To inform, and there we have made steady
progress . . .

To instruct, and there we have a long way to go . . .

To inspire, and there is the longest untravelled
way of all." *

Mr. Sevareid points to the gaps in present day mass media. It is the concern of Seeds of Discontent that these gaps be filled. Meaningful public information must be made more available and this must be done as soon as possible.

In terms of providing more meaningful public information, the intent of Seeds of Discontent should be well clarified: The first intent is not to do statistical analysis; rather, it is an attempt to capture the essence of the interplay of man, society and history at a given point of crisis. Secondly, it is an attempt to gauge and probe the depths of feelings, attitudes, emotions and concerns of persons who must live out their lives amid the

problems, pressures and ruggedness of the urban terrain.

Thirdly, the emphasis is on having the person who is suffering, who feels mistreated, at odds or in conflict with society, say what he feels is wrong and what should be done about it. Fourthly, we add the comment and perspective of those social analysts who demonstrate the most comprehensive perception into the problems being confronted. And finally, all that we are striving for, what we hope to do, is to capture and explain in live, capsule form the essence of the contemporary human condition, the discontent, unrest, and unhappiness in our urban society.

Seeds of Discontent believes that society must be depolarized by more adequate presentation ~~and~~ analysis and interpretation of current social dynamics. A vital means of accomplishing this is available and must be utilized by the techniques we have adopted. When in our society each man feels and knows that he does have a voice that influences his destiny, that wrongs can be set right, that conditions and institutions do change, then we will be on our way to a greater level of social health, morale, and progress.

Through public articulation of and involvement in the processes that are indeed history, individuals can have an actual, tangible role to play in recording that history. When this is done, many of the gaps caused by alienation and discontent can be bridged.

This, then, can become the basis for a counter-force to synthesize and make relevant available facts and information in order that conditions be created that will allow social energies to begin to move in a positive direction.

The future is as enormous with hope as it is with problems and frustrations, and Seeds of Discontent is working to bring this hope, the hope of all men, to the surface in real and relevant programs. We are working to make this hope a reality, and to create the atmosphere for a meaningful and orderly change. It is to this end that the projects outlined in Part III of this proposal are put forward.

Plight of the City

It looked like the embodiment of a documentary-producer's dream. To put together a three-part NBC "White Paper" on the plight of the American city, producer Fred Freed was presented with a blank check by the American Telephone and Telegraph Co., a crack crew of 60 and all the time he needed to make the shows memorable. That was eleven months ago. Today, Freed complains that he now "has a headache all the time"—and small wonder. All he had to overcome was a \$200,000 shakedown attempt by some Boston black militants, a community boycott against cooperating with the interviewers, threats of violence ("You film in here and your blood will roll") and the murder of two of the documentary's principals midway through the filming.

Oh, yes, the NBC crew has also been credited with digging up prime suspects in the murder case—and in the best "Front Page" tradition. The victims, both officials of a black anti-poverty agency in the Boston ghetto of Roxbury, were gunned down in the agency's office shortly after they were interviewed by Freed's team. For the next few days, the NBC team, led by investigative reporter Walter Sheridan, tapped their many contacts in Roxbury for leads. Finally, an informer was persuaded to talk and the NBC crew filmed his resolution for the Huntley-Brinkley show. The informer made good and, soon after, the police arrested two of the victims' colleagues and charged them with the crime. Alleged motive: control of the poverty project.

Zest: When not dealing with murders, Freed has been producing the most imaginative treatment of the urban dilemma yet to illuminate the tube—and one of the lengthiest, most expensive TV documentaries ever attempted (final cost: about \$1 million). The first show in the series, aired in September, turned the cameras on San Francisco, New York, Tokyo, Rome, Detroit, Chicago and Cleveland, concluding with a volatile discussion between Daniel P. Moynihan, the President-elect's new adviser on urban affairs, and Charles V. Hamilton, the black political scientist.

But it was Freed's inspired use of special effects that lifted the show out of the standard documentary mold. Split screens, long lenses, montages and the use of folk-rock groups for background music added zest to what might have been ponderous going. To dramatize the widening economic gap between the white rich and the black poor, Freed juxtaposed slices of life: white children frolicking in a backyard pool and black kids cooling it with hydrant spray... New Haven Railroad commuters reading their newspapers while through the train windows the tenements of Harlem flash by (and, in the background, Spanky

and Our Gang sing "Give a Damn").

Freed will employ the same range of techniques during his second installment, a two-hour special scheduled for the evening of Dec. 30. This focuses on the city of Boston which, according to one civic booster, "is going to save the United States of America." The NBC team did discover some hopeful signs—a business community involved in ghetto affairs, a poverty program initiated by private rather than Federal funds and a bright, young mayor who cares.

But when the interview crew started to move into the Roxbury ghetto, they were accused of racial exploitation by black-militant leaders. The charges



Dan Bernstein

Freed: Talking to the emotions

mushroomed into a full-scale community blockade, culminating in demands from blacks for a contribution of \$200,000 as an "act of good faith" and the right to edit the final product. Freed stood firm and the crew kept filming, encountering considerable tension but little trouble. The show, which uses 4,000 feet of film out of 120,000 feet shot, also explores school, job and police problems in Boston and three other cities. The last installment, to be shown April 22, will focus on emotional attitudes underlying urban upheaval. "The problems of the cities," explains Freed, "have changed from basically financial to psychological."

A concern for things psychological is the professional trademark of the 48-year-old producer, who has won three Emmys and a Peabody Award during his twenty years in broadcasting. Freed

thinks that the art of TV documentaries has remained emotionally static since Fred Friendly developed the form in the '50s. "Since the medium is one that makes people feel and not essentially think," he observes, "we have to talk to people's emotions and not to their intellect. Words should only add enough to what you're seeing to make it clear. If people are only listening, all you have is an illustrated lecture. Therefore it's very important that scripts not be literary. One of the few rules I have is that a script that reads well is probably a bad one."

Tuning In: So much for why Freed attacks subliminally, employing folk-rock and camera tricks from the new cinema. Why he takes on something as difficult as the crisis of the cities is more complex. "There are three types of programs you can do," he contends. "One makes you feel better. The second makes 'them' feel better. The third, the hardest of all, makes somebody who isn't committed involved in a problem. But with them you have to say it so they don't tune out."

Whether viewers tune out or not, AT&T is so high on the Freed approach it is reportedly considering extending his three-part study into a permanent series, with perhaps five such specials on city problems aired each year. That won't clean up America's urban mess—but it may help a few viewers "give a damn."

Nixon's TV Man

"I do not control these cameras," allowed the President-elect, "but I hope that as they pan the members of the Cabinet they also show their wives."

As if on cue, the TV pool cameras began slowly panning the frozen faces of the first ladies of the Cabinet, sitting immobile next to their husbands on a row of chairs in Washington's Shoreham Hotel. Off in the wings, blond, youthful-looking Frank Shakespeare Jr. beamed approvingly. The idea to present all of Richard Nixon's Cabinet choices on a TV special last week had come from the CBS vice president—and getting the wives on camera added a touch of humanity as well as show business. "I don't know why such a special hasn't been done before," says the 43-year-old Shakespeare, who has just returned to CBS after eleven months as one of Nixon's key television advisers. "It's the most obvious and logical thing to do."

Publicity: Names of most of the President-elect's official family had leaked to the press at least a day before—a development that would have unleashed the wrath of Johnson one Administration earlier. Whether by design or inadvertence, the leaks benefited the Nixon team with greater publicity mileage. And they really took nothing away from the half-hour show—or the extra half hour of commentary that each of the TV networks tacked on. Indeed, the Nixon special proved a remarkable study in low-keyed, carefully staged TV programming. The only natural element was Nixon



'Birth and Death': The Norths with PBL crew in delivery room

R. Goldberg

Special Week

We know what we have to do. We have to amuse, and there we have done well, I think . . . to inform, and there we make steady progress . . . to instruct, and there we have a long way to go . . . to inspire, and there is the longest untraveled way of all.

—Eric Sevareid, Emmy Awards, 1958

Through an extraordinary barrage of specials last week, television demonstrated just how far it has come since Sevareid defined its four ideal functions—and how far it has yet to travel.

NBC supplied the amusement by presenting back-to-back studies of two slightly shopworn sex symbols, 33-year-old Elvis Presley and 34-year-old Brigitte Bardot. In his first TV appearance in eight years, the Memphis millionaire displayed the old pelvis-grinding, lip-quivering style packaged in basic black leather. But time takes its toll and when a profusely perspiring Elvis forgot the lyrics to "Love Me Tender," a new generation gap seemed to suddenly yawn. The point was driven home when the camera caught a pretty teeny-bopper in the audience examining Elvis with cool, clinical detachment. Like man, even *he* is over 30 . . . dig?

Miss Bardot fared only slightly better. In a French-produced, bilingual show, the pouty sex kitten had the support of some dazzlingly intricate photographic effects and more costume changes than a Barbie Doll. Unfortunately, Brigitte also acts, sings and dances with about as much animation as Barbie. BB, in fact, managed to blink only twice during the entire hour, a feat that might be attributed to either an inoperative eye muscle or a practical joke. Did someone stealthily

spike Brigitte's mascara with plaster of Paris?

CBS, meanwhile, served up both information and instruction with its fourteenth National Geographic Society special, a chillingly beautiful zoological study of reptiles and amphibians filmed in the Far East, Costa Rica and India. Although the show may have told us more about the scaly set than we wanted to know, CBS followed with another special that told more about American jurisprudence than we have come to expect.

Eloquent: Relaxing in a black leather armchair in his library in Alexandria, Va., Supreme Court Justice Hugo L. Black chatted amiably with reporters Sevareid and Martin Agronsky. It was a timely and sometimes trenchant discussion. Black disapproved of massive street demonstrations ("It has never been true that the only way to protest . . . is to go out and do it on the streets"). He also questioned the wisdom of Chief Justice Earl Warren's qualifying phrase "with all deliberate speed" in the Court's 1954 decision calling for school integration, arguing that it has delayed the process. Do some recent decisions make it more difficult to convict criminals? "Certainly," answered Black—"and why shouldn't they?" The Court, he insisted, is merely following the Bill of Rights—and the Bill was written to make conviction more difficult. Whatever Black's viewpoint, it was his eloquent simplicity that made the hour one of TV's finest.

Inspiration, of course, remains harder to come by; yet a few sparks of it lit up the tube last week. Although the words fell short of the pictures, ABC's close-in look at Michelangelo's frescoes on the Sistine Chapel ceiling sometimes soared as majestically as the ceiling itself. And the Public Broadcast Laboratory opened

its second season by tackling nothing less formidable than the terminal points of human existence.

The impact of "Birth and Death," a two-hour *cinéma-vérité* treatment by independent producer Arthur Barron, rested solely on the fact that Barron persuaded three people to share a supremely private moment with millions of strangers (technically, the camera work and sound track resembled a home movie). His subjects were artists Debbie and Bruce North, a young Brooklyn couple awaiting the natural birth of their first child, and Albro Pearsall, a lonely gold smelter awaiting release from the agonies of incurable lung cancer. The juxtaposition produced some memorable vignettes: Bruce playfully pressing a parfait glass to his wife's stomach to amplify the baby's sounds . . . the unmarried Albro poignantly decrying his recluse existence . . . Bruce excitedly yelling "Push, push, push!" as the baby emerged in full view of the camera . . . and Albro, only days before his death, mutely staring with the haunted eyes of a Walter Keane waif.

To inspire is indeed the longest, untraveled way—but at least a few people are attempting the trip.

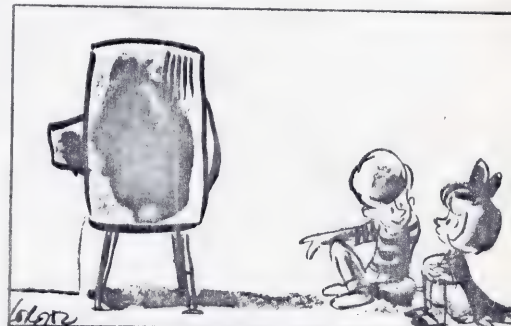
—HARRY F. WATERS

Keyed for Laughs

Scene: a Hollywood TV dubbing studio. A man enters wheeling what looks like a leather suitcase on rollers. After plugging it into a wall socket, he checks a 32-key keyboard and an organ-like foot pedal. Then he sits down before the contraption and nods to the control booth. Suddenly the opening scenes of a "That Girl" episode appear on a wall screen.

Watching intently, the man pushes a key labeled "presence" and the rustling, breathing sounds of a live audience fill the room. As comedienne Marlo Thomas begins to do her thing, the man plucks at the "titter" and "chuckles" keys. Now Marlo is entrapped in one of those wild snafus and the keyboard man is making like Horowitz, rippling off crescendos of guffaws, howls and boffolas. As the last scene fades, the man slams down the "applause" key and then slumps, exhausted, in his chair.

The virtuoso of joy, in this case, is



Drawing by Lorenz © 1987 The New Yorker Magazine, Inc.

'Of course it's funny. Don't you hear all the laughing?'

Part II

Revised

SYNOPSIS OF SEEDS OF DISCONTENT

-3-(8)

Retype

Seeds of Discontent--a radio series of twenty-six one-half hour programs originally broadcast on WDET-FM, now syndicated on eighty-two educational radio stations through the National Educational Radio Network.

Produced by David Lewis

Interviews, commentaries and analysis by Hartford Smith, Jr.

Part A: Synopsis of Seeds of Discontent

Part B: Correspondence received on the program regarding its reception, uses, and value

Part C: Articles pertaining to the program and a transcript of the last installment

Part⁴ A

SYNOPSIS OF

SEEDS OF DISCONTENT

Essentially the program is a commentary on social problems which occur mainly in urban centers. The problems are identified through the dialogue, feelings and expressions of those caught-up in social conflict and turmoil. The emphasis is on having the person who is suffering or who feels mistreated and at odds with his society, say what he feels is wrong and what should be done about it. Although the range of problems are numerous, there are connecting threads which also gives a more general perspective to the many individual, and specific problem situations. This general perspective resulting from dialogues with individuals, families, and social groups is woven into a whole for each program. Commentaries and analysis by Mr. Hartford Smith, Jr., ~~Supervisor of the Michigan Department of Social Services Screening and Intake Unit and~~ Assistant Professor of Social Work at the Wayne State University School of Social Work, is blended into the dialogue to highlight key considerations. The emphasis is on a well balanced presentation of dialogue, scientific analysis and artistic delivery as opposed to lecture form.

Eleven 30 minute programs have been completed thus far. The series will comprise twenty-six such programs. Interviews with people who are classified as being in difficulty, social problems, etc. are done "on the spot" with portable taping equipment. At times, 2 hours of tape may be edited and distilled into 30 minutes of very tight, concise statements of concern from people who never dared talk via the mass media before. The following capsule description of fourteen programs will give some

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indication of the kind of material, problems and people that we are trying to get responses from:

Program 1 (Oct. 5, 1967) presented interviews with a group of delinquent boys as they talked about why boys get into trouble, what can be done and how. They reveal many things about themselves, their feelings and the city of Detroit which was for better or for worse, was home. All of these youngsters are now in Michigan Boys Training School on charges ranging from homicide, larceny, armed robbery and school truancy. These youngsters provided some interesting insights into the whole question of juvenile delinquency.

Program 2 (Oct. 12, 1967) dealt with the developing subculture of the hippies. Mr. Smith went into a "hippie pad" south of Wayne State University and interviewed a group of young men who agreed to talk about the hippie creed as they lived it. Their dialogue reflected some of the problems expressed by the juvenile delinquents. Some valuable insights into the question of "dropping out" of society, their feelings about society, small communal type living and drugs were highlighted by their dialogue.

Program 3 (Oct. 19, 1967) involved poverty stricken citizens in the inner city of Detroit. They discussed problems of shelter, food, clothing and recreation. This show produced some very realistic observations from the poor about their plight, hopes and disappointments and needs.

Program 4 (Oct. 26, 1967) followed the same format and subject as the third program except the dialogue was centered around medical care

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and the relative effects of poverty on various ethnic groups, such as poor Negroes and southern whites.

Program 5 (Nov. 2, 1967) followed the same format as the third and fourth programs, but from the point of view of dialogue revealing feelings and attitudes about contemporary welfare systems.

Program 6 (Nov. 9, 1967) was the beginning of a historical perspective on the problems of the American Negro. This was done through the medium of a group of older Negro men who had resided in Detroit upwards of 40 years. They provided some observations on who the Negro left the South, what he was looking for and what he found. It provided good insight into Negro life and history in the big city.

Programs 7 & 8 (Nov. 16, 1967 & Nov. 23, 1967) continued the historical perspective in a more focused manner. Older men talked about Negro-police relationships, the riots, redlight districts and the Negro community.

Program 9 (Nov. 30, 1967) took a look at the experiences, problems and concerns of the leading Negro folk artist, Odetta. She provided insights into the problem of the Negro in establishing himself in the entertainment field.

Program 10 (Dec. 7, 1967) was a sequel to the Negro and field of entertainment presented Bassist, Leslie Grinage for another inside look at problems facing Negro performers. The general structure of the field was also covered.

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Program 11 (Dec. 14, 1967) presented reactions and insights of Odetta, bassist Leslie Grinage and comedian Dick Gregory as they looked at the problems of the Negro in the general society.

Program 12 (Dec. 21, 1967) will close the segment on the Negro entertainer with a philosophical and programatic look at what must be done.

Program 13 (Dec. 28, 1967) entitled, The Negro Professional, takes a look at his political and social attitudes.

Program 14 (Jan. 4, 1968) Negro youth and the politics of black power. On the spot interviews with Black Nationalists, militants and other young Negroes from many walks of life.

The remaining programs will include interviews with teachers of teachers unions, campus activists and certain designated "extremist" groups. This will end the first part of the program. The second part will deal with what is being done, by whome, and how. We will interview those in charge of various programs and compare their reactions and claims against those for whome the service was intended. The series will conclude by looking at all of the data collected over the twenty or so weeks from the point of view of what must still be done. A team of experts from various fields of study will be involved in helping us try to establish some working principles which might lead the way toward greater utilization of human resources.

Seeds of Discontent

Synopsis of Last Thirteen Programs

Basically, programs number 14 through 19 deal with the larger generic topic relating to the problems and plight of American Negroes as seen through the eyes of various parts or segments of the Negro community which Mr. Smith describes as the largest single discontented force in American society today. The specific subject of each program is as follows:

Program 14 Continuation of interviews with professional Negroes and Negroes from the ranks of the middle class. Presents interviews with a leading Negro psychologist, Negro newspaper editor, and a Negro car salesman. Comments and reflections reveal growing awareness, concern, and very pointed call for action on the part of the Negro middle class.

Program 15 Continuation of program 14 and concludes with some thoughts on future developments.

Program 16 Considers the American Negro and public education. This program reviews the role of education as a source of hope and frustration for Negroes. This sense of hope and frustration is considered against the backdrop of serious problems confronting present day school systems in large metropolitan areas. Presents interview with a Negro specialist in the field of program development in the Detroit school system.

Program 17 Continuation of program 16 with an in-depth exploration of organizational and program defects as it applies to the educational needs of Negro children. Presented interviews with two Negro specialists in program development which led to the conclusion that much thought is going to have to be given to a total restructuring of public education in America if America is to maintain a peaceful society.

Program 18 Concludes section of series on American Negro by looking at the future through the eyes of Negro children attending two predominanately black junior high schools bordering on the two largest housing projects in the city of Detroit.

Program 20 Takes a look at the growing discontent and rebellion of college students across the nation. Presented interviews with student activists from the campus of Wayne State University who had been in serious conflict with the "establishment." In-depth exploration of causation and what is needed.

Program 21 Continuation and conclusion of program 20.

Program 22 Takes a look at the growing sense of militancy and discontent of public school teachers. Exploration of causation by means of interviews with a selected group of discontented teachers from inner city schools in Detroit.

Program 23 Marks the beginning of programs dealing with the assessment of the attitudes and reactions of established agencies and

institutions as reflected by their programs to the unrest and discontent of the different discontented forces in urban society.

Examined the response and attitude and program of the United Community Services of Metropolitan Detroit, a confederation of one hundred health and welfare agencies with a budget in excess of \$20,000,000. Presented interviews with the managing director of U.C.S. and union representative of employees of U.C.S. affiliated agencies.

Program 24 Presented an assessment of the response, attitude and relevancy of Detroit's Poverty Program. Presented an interview with director of Detroit's Poverty Program.

Program 25 Assessment of response, attitude and action by Michigan State Legislature in the face of the frowning crisis and the aftermath of the Detroit riots of 1967. Presented interview with Senator from large, predominately black district in Metropolitan Detroit. The Senator presented some rather candid observations regarding the attitude and behavior of his colleagues in the face of the growing crisis.

Program 26 The entire program deals with Mr. Smith's observations, analyses and conclusions regarding the nature and meaning of discontent in American society. what needs to be done and what has to be done. Mr. Smith looks over the brink and answers the question, What are the consequences for us all if there is no speed up is the solution of social problems facing us? He concludes with some pointed recommendations for future solutions.

PART B

Re Hefe

HARVARD UNIVERSITY
DEPARTMENT OF SOCIAL RELATIONS

WILLIAM JAMES HALL 280
CAMBRIDGE, MASSACHUSETTS 02138

16 September 1968

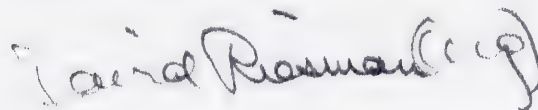
Professor Hartford Smith, Jr.
Department of Journalism
Wayne State University
Detroit 2, Michigan

Dear Professor Smith:

On the Boston University Student Radio station on the evening of September 5, I had the good fortune to hear the program with two students whose names I already knew, Chuck Larson and Art Johnson, and a black student whose name I did not catch--the program you moderated. Having occasionally read The South End and having had a long-standing interest in Wayne and also in Monteith College at Wayne, I would be grateful for a transcript if you have one available, of this program, which ran to two half-hour periods, as well as of other interviews with Wayne State students if you did any. As I am on leave for the academic year, could you send these materials, or any fragments of them, to me at the Center for Advanced Study in the Behavioral Sciences, 202 Junipero Serra Boulevard, Stanford, California 94305?

I will ask my secretary in Cambridge to sign and send this note on for me.

Yours sincerely,

A handwritten signature in dark ink, appearing to read "David Riesman", followed by a stylized flourish or initials in parentheses.

David Riesman

DR.mg

~~EX~~ 10/22/68

Prof. Hartford Smith, Jr.
School of Social Work
Wayne State U.
Detroit, Mich.

Re: Radio tapes

Dear Prof. Smith:

Last summer I heard some radio tapes on ~~KMX~~ our state FM network that I think would be useful in one or two of my social work courses. Could you give me any information as to whether or not ~~K~~ they are available for rental? I believe the series was called "Seeds of Discontent."

Any information you could give would be appreciated. I thought the tapes were well done and interesting.

Sincerely,



E. E. LeMasters
Professor

Quinter, Kansas
Sept. 30, 1968

Hartford Smith Jr.
Wayne State University
Detroit, Michigan

Dear Sir:

I heard you give a very interesting and enlightening talk Sept 26 over the National Educational Network. I did miss part of it & I surely would like to have a copy of it.

The big question now days is what is the matter with our youth. Your explanation was sound. I need a reprint to hand around to people who need an answer.

I'll send 10 cents to cover postage and if there is charge for copy, please let me know.



Very Respectfully
Mrs. Leonard Flera
Quinter, Kansas



African Cultural Center Incorporated

350 MASTEN AVENUE / 883-0028 / BUFFALO, N.Y. 14208
886-8959

Mr. Malcolm Erni
Founding Director

Mr. Edward C. Lawson
Theatrical Dept. Director
"The Center Corner"

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Mr. Leonard Depaur

Miss Helen Williams

Orion Hood
Radio Station WDET-FM
School Center Building
Woodward and Putnam
Detroit, Michigan 48202

Dear Mr. Hood:

I have heard of the success of your radio series
entitled, Seeds of Discontent.

As a spokesman for the youth activities here at
the African Cultural Center, I have a deep interest
in the subject matter. And, as a personal friend of
Mr. Hartford Smith, I am aware of the intelligence
and understanding that are manifested in the discus-
sion.

I am writing to discover if I may obtain a duplicate
of this series. I know it will be an invaluable ad-
dition to our library here at the center.

If there are any charges for this service, please do
not hesitate to bill the center at the above address.

Thank you.

Yours, very truly

Wesley E. S. Coffey
Wesley E. S. Coffey
Director, Youth Activities



WAYNE STATE UNIVERSITY

SCHOOL OF MEDICINE

1400 CHRYSLER FRELWAY
DETROIT, MICHIGAN 48207

DEPARTMENT OF SURGERY

November 2, 1967

Mr. Orin D. Hood, Jr.
Division of Mass Communications/Radio
Wayne State University
5035 Woodward Avenue
Detroit, Michigan 48202

Dear Mr. Hood:

If possible, I would like to borrow a tape of the broadcast "Seeds of Discontent" (Thursday, October 26, 1967) on medical care of the indigent. I spoke to Dave Lewis, director of this programme, who felt that it was feasible that my request be filled. I am on the teaching faculty at Detroit General Hospital and would like to replay the tape for the interns and residents as a formal hospital programme. If there is any further information you should need, or applications to be filled, I shall comply as quickly as possible.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Thomas Grifka M.D.".

Thomas Grifka, M.D.
Assistant Professor of Surgery

TG:maz

WO



WAYNE STATE UNIVERSITY

SCHOOL OF MEDICINE

1400 CHRYSLER FREEWAY
DETROIT, MICHIGAN 48207

DEPARTMENT OF SURGERY

January 17, 1968

Mr. Daniel J. Logan
Administrative Assistant
Mass Communications
5035 Woodward
Detroit, Michigan 48202

Dear Mr. Logan:

The tape from the programme "Seeds of Discontent" was played to the residents of the Department of Surgery so that they would be made aware of the problems of the indigent patient as experienced by patients such as are seen at Detroit General Hospital. Thank you very much for the use of this tape.

Sincerely yours,

A handwritten signature in cursive script that reads "T. Grifka M.D. / maz".

Thomas Grifka, M.D.
Assistant Professor of Surgery

TJG:maz



WAYNE STATE UNIVERSITY

DETROIT, MICHIGAN 48202

February 12, 1968

Mr. Dan Logan
1035 Woodward Avenue
Wayne State University
Campus Mail

Dear Mr. Logan:

I want to thank you for the excellent tape from the "Seeds of Discontent" series produced by Dave Lewis and written by Hartford Smith,

My Juvenile Delinquency class was interested in and stimulated by the program.

Therefore, I have requested another of the tapes, on the Hippy.

I want to compliment you and your staff for what I consider a well done and very meaningful enterprise.

Sincerely,

Norman Goldner
Assistant Professor

NS/cr

cc: Dave Lewis, WDET
Hartford Smith, Jr.,
School of Social Work



WAYNE STATE UNIVERSITY

COLLEGE OF LIBERAL ARTS

DETROIT, MICHIGAN 48202

DEPARTMENT OF HISTORY

April 29, 1968

Mr. David Lewis
c/o WDET-FM
14th Floor, School Center Bldg.
Macabees Building
Detroit 2, Michigan

Dear Mr. Lewis:

May I express my deep appreciation to you for the tapes of "Seeds of Discontent." I used three tapes on the "Historical Perspective" for my Afro-American history class at the University of Detroit this spring semester. The reaction by the students was provocative and stimulating.

The oral history comments of the older black man were surprising to many of the younger black students. The fiction that many older blacks were simply "Toms" was quietly dispelled by these illuminating tapes.

Once again, Mr. Lewis, thank you for your assistance. Your radio programs are adding a new dimension to intergroup relations and Afro-American history.

Gratefully yours,

Charles C. Cotman

Charles C. Cotman
Lecturer, Afro-American
History
University of Detroit

CCC: Dr. D. Bergstra
Mr. Orin Hood
Mr. Daniel Logan
Mr. David Lewis



WAYNE STATE UNIVERSITY

DETROIT 2, MICHIGAN

April 30, 1968

Mr. David Lewis
WDET
Wayne State University
Detroit, Michigan

Dear Sirs:

In October, 1967 a taped program on juvenile delinquency, Seeds of Discontent Series, was presented by me to the following individuals in Washington, D.C.:

Mr. F. Winslow Turner
General Consul
United States Senate Committee on
Intergovernmental Relations

The Honorable Roger Wilkins
Director
Community Relations Service
U.S. Department of Justice

Mr. Sidney Woolner
Administrative Assistant to
Senator Philip A. Hart

Mr. Turner is also General Consul to Senator Edward M. Muskey (Democrat, Maine). I also reported to Senators George F. McGovern and Robert F. Kennedy regarding the highly significant contents of this program.

I was informed subsequently, by Mrs. Patricia Bario, Chief Public Relations Officer, U.S. Senate Committee on Monopoly and Anti-Trust under the direction of Senator Hart that the Senator was most impressed as was his staff with the contents of this tape.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Edward Lurie".

Edward Lurie
Professor of History
Director, Centennial
Symposia

COUNCIL ON SOCIAL WORK EDUCATION
345 EAST 46TH STREET • NEW YORK, N. Y. 10017 • 212 OXFORD 7-0227

May 21, 1968

Mr. Hartford Smith, Junior
Assistant Professor of Social Work
School of Social Work
Wayne State University
Detroit, Michigan 48202

Dear Mr. Smith:


Through Frank Norwood, formerly of the NCSCT and now of JCET, I have learned of the very interesting series of radio tapes which you have prepared or are preparing for WDET-FM.

It sounds as if a number of these might be of great use in teaching at both the graduate and undergraduate levels and I am most eager to have as detailed information as possible about them. When will they be available? Through what source? How much will the series and also single tapes cost?

I should very much like to write these up for the next issue of Teaching News Notes.

My congratulations to you for what sounds like a most interesting project.

Sincerely yours,



Marguerite V. Pohek
Consultant on Faculty and Teaching

MVP:ms



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO

DEPARTMENT OF
SOCIOLOGY & ANTHROPOLOGY

July 5, 1968.

Mr. Dave Lewis,
Radio Station WDET-FM,
5035 Woodward,
Detroit, Michigan 48202,
U.S.A.

Dear Mr. Lewis:

We would like to express our appreciation of your program, "Seeds of Discontent." It has been of great benefit to our students in Sociology.

I have used the tapes in both my introductory and social problems courses, and others in our department have made extensive use of them as well.

The tape on the "hippies" was also used in my course in social theory with great success. It provided my students with a realization that the current dissatisfaction among the young is not restricted to contemporary society but is similar to the ideas expressed by sociologists in the early 19th century.

I hope that you can continue with this series or one similar to it.

Sincerely,

Don R. Stewart.

DRS:m1



GEORGE ROMNEY, Governor
THOMAS ROUMELL, Director

STATE OF MICHIGAN
DEPARTMENT OF LABOR
MICHIGAN EMPLOYMENT SECURITY COMMISSION

July 14, 1968

COMMISSION:
CHESTER A. CAHN, Chairman
WALTER A. CAMPBELL
ALEX FULLER
FRANK C. PADZIESKI
DIRECTOR:
MALCOLM R. LOVELL, JR.

Mr. Orin Hood, Manager
W.D.E.T.
Wayne State University

Dear Mr. Hood:

I have the six tapes in my possession which you loaned to us at the request of Hartford Smith. We approached Hartford Smith with the idea of prevailing upon him to assist us in our effort to provide internal staff training.

Our staff is engaged in seeking out and servicing persons who are "hard core", "disadvantaged", "poor", etc. Our objective is to find employment or training for persons who find themselves out of touch with the mainstream of today's labor market. Often, we also have to work with other agencies to help provide medical, housing, or other services which complicate the person's job seeking efforts.

Our staff is comprised of about 60 professional persons, Counselors and Interviewers, who are stationed in one of the ten outreach units in the tri-county Detroit Metropolitan area. Many of our Counselors are recent college graduates who lack experience and training in the undertaking in which society and the Employment Service has recently found itself.

We appreciate the use of the tapes, and if possible, would like to retain them until September, 1968. We presently lack adequate duplicating equipment to have them reproduced. Your assistance in this matter is much appreciated.

Sincerely yours,

Herbert R. Schefline,
Supervisor, Mobile Operations

HRS:nb

cc. Mr. Hartford Smith



FOR QUALIFIED WORKERS CALL THE MICHIGAN STATE EMPLOYMENT SERVICE



May 21, 1968

Mr. Hartford Smith, Junior
Assistant Professor of Social Work
School of Social Work
Wayne State University
Detroit, Michigan 48202

Dear Mr. Smith:

Through Frank Norwood, formerly of the NCSCT and now of JCET, I have learned of the very interesting series of radio tapes which you have prepared or are preparing for WDET-FM.

It sounds as if a number of these might be of great use in teaching at both the graduate and undergraduate levels and I am most eager to have as detailed information as possible about them. When will they be available? Through what source? How much will the series and also single tapes cost?

I should very much like to write these up for the next issue of Teaching News Notes.

My congratulations to you for what sounds like a most interesting project.

Sincerely yours,



Marguerite V. Pohek
Consultant on Faculty and Teaching

MVP:ms

National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Robert E. Underwood, Jr.
Network Manager

NETWORK OFFICE:

119 Gregory Hall
Urbana, Illinois 61803
Area 217 - 333-0580

January 29, 1968

Mr. Orin D. Hood
Broadcast Manager
Radio Station WDET-FM
Wayne State University
Detroit, Michigan 48202

Dear Mr. Hood:

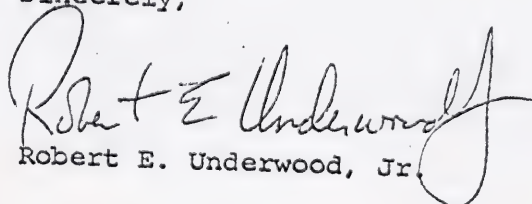
In response to your letter of January 18, a positive decision has been reached on the series, SEEDS OF DECISION, and we would like to schedule it to begin with the next network program offering.

The auditioning committee, while most responsive to the submission, nevertheless felt that some slight editing was necessary in the audition programs to remove such references as "...in December we will discuss...", "...we plan a series of thirteen programs...", and so forth. While there are references to "this evening" or "tonight" these are not critical: however, the other cited references (and others like them) should be removed prior to network use.

We would like to have an edited version of program #1 by no later than February 9; the remaining programs of the first thirteen (13) will be required in early March (no later than the 8th.

We look forward to offering this series.

Sincerely,


Robert E. Underwood, Jr.

reu:cc

OFFICES AT 59 EAST ARMORY, CHAMPAIGN, ILLINOIS

National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Robert E. Underwood, Jr.
Network Manager

NETWORK OFFICE:

119 Gregory Hall
Urbana, Illinois 61802
Area 217 - 333-0580

March 27, 1968

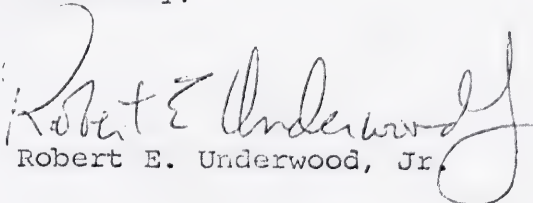
Mr. David Lewis
Radio Station WDET-FM
Wayne State University
Detroit, Michigan 48202

Dear Mr. Lewis:

With reference to your letter of March 18, we have received the remaining tapes forming the first set of SEEDS OF DISCONTENT programs. Enclosed is a listing of the stations receiving these first thirteen (13) programs.

We look forward to receipt of the tapes and information on the later programs.

Sincerely,


Robert E. Underwood, Jr.

Enc.

reu:cc

SEEDS OF DISCONTENT
Pgms # 1-15

AFFILIATED STATIONS OF THE NATIONAL EDUCATIONAL RADIO NETWORK BY STATE,
CITY, CALL LETTER, AND LICENSEE.

(3/1/68)

ALASKA

_____ College - KUAC (FM), University of Alaska

ARKANSAS

_____ College - KASC (FM), Arkansas State Teachers College

CALIFORNIA

✓ _____ Long Beach - KLON (FM), Long Beach Unified School District

✓ _____ Los Altos Hills - KFJC (FM), Foothill College

✓ _____ Northridge - KEDC-FM, San Fernando Valley State College

✓ _____ Pasadena - KPCS (FM), Pasadena City College

✓ _____ Sacramento - KERS (FM), Sacramento State College

✓ _____ San Bernardino - KVCR (FM), San Bernardino Valley College

_____ San Diego - KEBS (FM), San Diego State College

_____ San Jose - KSJS (FM), San Jose State College

✓ _____ San Mateo - KCSM-FM, College of San Mateo

_____ Torrance - KNHS-FM, Torrance Unified School District

COLORADO

✓ _____ Gunnison - Unassigned, Western State College

_____ Greeley - KCBL-FM, Colorado State College

✓ _____ Fort Collins - KCSU-FM, Colorado State University

DISTRICT OF COLUMBIA

_____ Washington - WAMU-FM, The American University

FLORIDA

_____ Miami - WTHS (FM), Board of Education of Dade County

✓ _____ Tallahassee - WFSU-FM, Florida State University

☒ Tampa - WUSF (FM), University of South Florida

☐ Winter Park - WPRK (FM), Rollins College

GEORGIA

☐ Atlanta - WABE (FM), Atlanta Board of Education

ILLINOIS

☒ Carbondale - WSIU (FM), Southern Illinois University

☐ Chicago - WBEZ (FM), Chicago Board of Education

☒ DeKalb - WNIC (FM), Northern Illinois University

☒ Elgin - WEPS (FM), Elgin Public Schools

☐ Flossmoor - WHFH (FM), Homewood-Flossmoor High School

☐ Normal - WGLT (FM), Illinois State University

☒ Park Ridge - WMTH (FM), Maine Township High School Dist. #207

☒ Rock Island - WVIK-FM, Augustana College

☒ Urbana - WILL (AM), University of Illinois

Urbana - WILL (FM), University of Illinois

☐ Wheaton - WETN (FM), Wheaton College

☐ Winnetka - WNTH (FM), New Trier Township High School

INDIANA

☒ Bloomington - WFIU (FM), Indiana University

☐ Evansville - WPSR (FM), Evansville-Vanderburgh School Corporation

☒ Gary - WGVE (FM), School City of Gary

☐ Huntington - WVSH (FM), School City of Huntington

☐ Indianapolis - WBDG (FM), Metropolitan School District

☐ Indianapolis - WIAN (FM), Indianapolis Public Schools

☒ Lafayette - WBAA (AM), Purdue University

☐ Muncie - WBST (FM), Ball State Teachers College

- _____ Muncie - WWHI (FM), Wilson Jr. High School
- _____ New Albany - WNAS (FM), Schools City of New Albany
- ✓ _____ Notre Dame - WSND-FM, University of Notre Dame
- ✓ _____ South Bend - WETL (FM), South Bend Community School Corporation
- ✓ _____ Terre Haute - WISU (FM), Indiana State University
- _____ Valparaiso - WVUR-FM, Valparaiso University
- ✓ _____ Richmond - WECI-FM, Earlham College

IOWA

- ✓ _____ Ames, WOI-FM, Iowa State University
- _____ Des Moines - KDPS-FM, Des Moines Public Schools
- _____ Iowa City - WSUI (AM), State University of Iowa
- _____ Iowa City - KSUI (FM), State University of Iowa

KANSAS

- ✓ _____ Lawrence - KFKU (AM), University of Kansas
- _____ Lawrence - KANU (FM), University of Kansas
- ✓ _____ Manhattan - KSAC (AM), Kansas State University
- _____ Manhattan - KSAC-FM, Kansas State University

KENTUCKY

- ✓ _____ Lexington - WBKY (FM), University of Kentucky
- _____ Louisville - WFPK (FM), Louisville Free Public Library ✓
- _____ Louisville - WFPL (FM), Louisville Free Public Library
- _____ Morehead - WMKY-FM, Morehead State University
- _____ Somerset - WSCC (FM), Somerset Community College

MAINE

- _____ Orono - WMEB-FM, University of Maine

MASSACHUSETTS

- Amherst - WFCR (FM), Four College Radio
- ✓ Boston - WBUR (FM), Boston University
- Winchester - WHSR-FM, Winchester Sr. High School

MICHIGAN

- Adrian - WVAC-FM, Adrian College
- Ann Arbor - WUOM (FM), University of Michigan
- Detroit - WDET-FM, Wayne State University
- ✓ Detroit - WDTR (FM), Detroit Board of Education
- ✓ East Lansing - WKAR (AM), Michigan State University
- East Lansing - WKAR-FM, Michigan State University
- ✓ Flint - WFBE (FM), Flint Board of Education
- Grand Rapids - WVGR (FM), University of Michigan
- ✓ Highland Park - WHPR (FM), School District of Highland Park City
- Houghton - WMTU-FM, Michigan Technological University
- Interlochen - WIAA (FM), National Music Camp
- Kalamazoo - WMUK (FM), Western Michigan University
- Marquette - WNMR (FM), Northern Michigan University
- Mount Pleasant - WCMU-FM, Central Michigan University
- ✓ Warren - WPHS (FM), Warren Consolidated Schools
- ✓ Ypsilanti - WEMU-FM, Eastern Michigan University

MINNESOTA

- Collegeville - KSJR-FM, St. John's University
- ✓ Duluth - KUMD-FM, University of Minnesota, Duluth Branch
- ✓ Mankato - KMSU (FM), Mankato State College

- ☒ Minneapolis - KUOM (AM), University of Minnesota
- ☒ Northfield - WCAL (FM), St. Olaf College
- ☒ St. Cloud - KVSC-FM, St. Cloud State College

MISSOURI

- ☒ Kansas City - KCUR-FM, University of Missouri at Kansas City
- Point Lookout - KSOZ (FM), School of the Ozarks
- St. Louis - KSLH (FM), St. Louis Board of Education ✓

MONTANA

- ☒ Bozeman, KGLT (FM), Montana State University
- Missoula - KUFM (FM), University of Montana

NEVADA

- Reno - KUNR-FM, University of Nevada

NEW JERSEY

- ☒ Newark - WBGO (FM), Newark Board of Education

NEW MEXICO

- Albuquerque - KANW (FM), Albuquerque Board of Education

NEW YORK

- Albany - WAMC (FM), Albany Medical College of Union University
- ☒ Buffalo - WBFO (FM), State University of New York at Buffalo
- Canton - WSLU (FM), St. Lawrence University
- ☒ Elmira - WECW (FM), Elmira College
- Hempstead - WVHC (FM), Hofstra University
- New York - WNYE (FM), New York Board of Education ✓
- ☒ New York - WRVR (FM), The Riverside Church
- Syracuse - WAER (FM), Syracuse University

NORTH CAROLINA

- _____ Greensboro - WUAG (FM), University of N. Carolina at Greensboro
- ✓ _____ Winston-Salem - WFDD-FM, Wake Forest College

NORTH DAKOTA

- ✓ _____ Fargo - KDSU (FM), North Dakota State University
- ✓ _____ Grand Forks - KFJM (AM), University of North Dakota

OHIO

- _____ Akron - WAPS (FM), Akron Public Schools
- _____ Akron - WAUP (FM), University of Akron
- ✓ _____ Athens - WOUB (AM), The Ohio University
- _____ Athens - WOUB-FM, The Ohio University
- _____ Bowling Green - WBGU (FM), Bowling Green University
- _____ Cincinnati - WGUC (FM), University of Cincinnati ✓
- ✓ _____ Cleveland - WBOE (FM), Cleveland Board of Education
- _____ Cleveland - WRUW-FM, Case Western Reserve University
- _____ Columbus - WCBE (FM), School District of Columbus
- ✓ _____ Columbus - WOSU (AM), The Ohio State University
- _____ Columbus - WOSU-FM, The Ohio State University
- ✓ _____ Kent - WKSU-FM, Kent State University
- ✓ _____ Oxford - WMUB (FM), Miami University
- _____ Struthers - WKTL (FM), Board of Education, Struthers School Dist.
- _____ Wilberforce - WCSU-FM, Central State University
- ✓ _____ Yellow Springs - WYSO (FM), Antioch College

OKLAHOMA

- _____ Tulsa - KWGS (FM), University of Tulsa

OREGON

- ☒ Corvallis - KOAC (AM), State Board of Higher Education
- ☐ Eugene - KLCC (FM), Lane Community College
- ☐ Eugene - KRVM (FM), Eugene Public Schools
- ☐ Eugene - KWAX (FM), University of Oregon
- ☐ Portland - KBPS (AM), Portland Public Schools
- ☐ Portland - KOAP-FM, State Board of Higher Education

PENNSYLVANIA

- ☐ Lewisburg - WVBU-FM, Bucknell University
- ☒ Pittsburgh - WDUQ (FM), Duquesne University

RHODE ISLAND

- ☒ Providence - WDOM-FM, Providence College

SOUTH DAKOTA

- ☒ Brookings - KESD (FM), South Dakota State University
- ☒ Vermillion - KUSD (AM), University of South Dakota

TENNESSEE

- ☐ Henderson - WFHC-FM, Freed-Herdeman College
- ☐ Knoxville - WUOT (FM), University of Tennessee
- ☒ Nashville - WPLN (FM), Nashville Public Library

TEXAS

- ☒ Austin - KUT-FM, University of Texas
- ☒ Waco - KWBU-FM, Baylor University

UTAH

- ☐ Provo - KBYU-FM, Brigham Young University
- ☒ Salt Lake City - KUER (FM), University of Utah

VERMONT

_____ Burlington - WRUV (FM), University of Vermont

_____ Middlebury - WRMC-FM, Middlebury College

VIRGINIA

✓ _____ Williamsburg - WCWM (FM), College of William & Mary

WASHINGTON

✓ _____ Ellensburg - KCWS-FM, Central Washington State College

✓ _____ Pullman - KWSC (AM), Washington State University

✓ _____ Seattle - KUOW (FM), University of Washington

_____ Tacoma - KCPS-FM, Clover Park School District 400

✓ _____ Tacoma - KPLU-FM, Pacific Lutheran University

WISCONSIN

_____ Milwaukee - WUWM (FM), University of Wisconsin, Milwaukee

✓ _____ Oshkosh - WRST-FM, Wisconsin State University, Oshkosh

_____ Stevens Point - WSUS-FM, Wisconsin State U., Stevens Point

✓ _____ Superior - WSSU (FM), Wisconsin State University, Superior

_____ Whitewater - WSUW (FM), Wisconsin State University, Whitewater

✓ _____ Wisconsin State Radio Council

Auburndale - WLBL (FM)

Brule - WWSA (FM)

Chilton - WHKW (FM)

Colfax - WHWC (FM)

Delafield - WHAD (FM)

Highland - WHHI (FM)

Holmen - WHLA (FM)

Madison - WHA (AM)

Madison - WHA-FM

Marinette - WHMD (FM)

Wausau - WHRM (FM)

WYOMING

_____ Laramie - KUWR-FM, University of Wyoming

PART C

The Seeds of Discontent

"It seemed to me that I was just lost out there—you know, lost in America." A poetic reply by a Detroit delinquent to, "How did you feel out there in your neighborhood?"

But he is only one of the many troubled voices who are at last being heard over WDET-FM radio on "The Seeds of Discontent," a program conceived by Mr. Dave Lewis and Mr. Hartford Smith Jr. It is being aired every Thursday evening at 7:30.

More is being broadcast than a voice-filled tape—a feast of feeling is presented which Mr. Lewis terms as "vital, alive, and now."

The weekly program deals with the current wave of discontent in urban areas. Mr. Smith, who is the Superintendent of Intake and Screening at the Detroit Juvenile Home, moves in to the areas of troubled peoples, the delinquents, the hillbillies, the hippies, the migrant Mexicans, and so on, with microphone in hand and very simply asks, "How are things here?"

Through analysis of the frank comments which Mr. Smith records, the separate forces of discontent can be perceived. Within the groups

Mr. Lewis pointed out, there seems to be a "parallel of feeling," and the program tries to reveal this unity of discontent.

"Someone is listening to the people. Someone is giving them the dignity of respecting their opinions. Someone has decided to ask the people what they need instead of telling them."

However, all of this comprises only Part I of "The Seeds of Discontent," the aim of which is to identify the stress forces and seek their causation.

Part II of the program plans to highlight what is and what is not being done at present to help nullify the "seeds." Studies of agencies will be undertaken to discover exactly what

they do, how they do it, and what effect, if any, they have.

In conclusion, Part III of the series will be devoted to the pulling together of opinions and proposals of the trained observer (the economists and the political scientists) as well as those of the ordinary observer and participant. The historical roots of the problems will also be considered.

The validity of "The Seeds of Discontent" lies in the "empathetic rather than argumentative" attitude which the program relates to the people it interviews, as well as to the audience.

Someone is listening to the people. Someone is giving them the dignity of respecting their opinions. Someone has decided to ask the people what they need instead of telling them.

In spite of all the sadness and bitterness and trouble which is unwound over the air on Thursdays, one other delinquent boy during the first program spoke more poetic truths and said, "There's a lot to live for."

As long as he doesn't lose hope (Hope is the equivalent of resignation.—Camus) the rest of us could at least look at the seeds we have sown by the wayside.

By HARTFORD SMITH

Recently radio station WDET conducted its *Seeds of Discontent* program, a series of 26 programs, which closely examined the discontented sectors of American society. Among the groups studied were juvenile delinquents, "hippies," students, and the urban poor—white and black. Rather than attempting to dissect these groups through statistical analysis and other prevalent behavioral techniques, the conductors of the program approached the people themselves, asking them to voice their concerns, problems, and ambitions. Hartford Smith, assistant professor of Social Work at Wayne, who coordinated the series with graduate student Dave Lewis, relates below his conclusions from the 26 week study.

Tonight marks the close of this series of programs entitled *Seeds of Discontent*. During these 26 weeks we have attempted to provide some additional insights, reflections and commentary on the causes of discontent which have mushroomed to the surface in large American cities. Juvenile delinquency, hippies, the problems of the poor, the plight of the American Negro, student activists and the discontent of teachers have been voiced loud and clear by the dialogue from week to week.

The mood and message of various groups and classifications from many different backgrounds are very much alike in some respects in others obviously very different. Our intent on this program has not been to give a fine, cutting research analysis of their differences, rather it has been to present a fleeting glimpse of common elements and features of the whole situation put together.

This glimpse of the totality is most important because at a given point in time there is a real question as to how much discontent and discontentment any society can withstand before it disintegrates or is forced to evolve into something that is more natural or unnatural for the future development of human beings.

By using this approach, the whole question of different backgrounds less relevant to the problem at hand. For example, it might be argued that many Americans at the bottom of the socio-economic scale are not hippies, and that the majority of them are not black. But, if we look at the whole picture, we can see that the

middle and upper middle classes, while the hippies are angry and drop out because they are running from the middle and upper middle classes.

On the surface at least, this would appear to be such a difference as to require a separate treatment of each group. However, the fact of the matter is that both are discontented, both are drop outs and both have a bone to pick with the middle and upper middle classes who develop and perpetuate the institutions that all of us in one way or another must respond to as best we can.

What is most important is that together they are asking for a change, they are saying we have had enough, we will not take anymore, the line must be drawn here . . . and so it is with the American Negro, teachers and student activists.

Another reason for this wholistic approach is the spiraling effect that the discontent of one group has on another. For example, a major gripe of the hippies is the racism, narrow-mindedness and hatred that they see first hand while growing up, while one of the chief gripes of delinquency is the attitude of the police and the adult community toward the adolescent world. The Negro and student activist witness and react to the same thing.

When a teacher faces a crowded class room with little equipment and witnesses the reaction of the public towards providing the services necessary to do something about preparing people to live with people, her level of resentment and discontent rises. What has happened to teachers, delinquents, hippies, and the poor has been happening to the American Negroes for centuries. This then riles and feeds into their level of discontent.

The final and most important reason for this wholistic approach is in week to week relates to the fact that we believe that the root, the essence of the many problems revealed such as unemployment, membership overruns, economic deprivation and unemployment, urban blight, population shifts and

social upheaval, impersonality and indifference and injustice stem from the backwash of a civilization bent on material progress and expansion without due reference to the human factors involved.

As a result the many discontented voices that you have heard and that we have talked about during the series were denied some of the very basics that all human organisms strive for and must obtain if they are to survive and find social meaning. These basics are acceptance, dignity, respect, security, shelter and food. As men become more aware of these deficiencies on the part of themselves or others in similar positions in relation to the world of plenty around them, the fervor for something better will increase. The fervor of small countries for nationhood and independence and the discontent widespread in cities throughout America are but flip sides of a forever spiraling coin.

With the many pressures built up by the discontented groups throughout American society a revolution must take place. The only question remaining is whether it will come about by peaceful or non-peaceful methods. The record of mankind on the international level would suggest that it can only come about by non-peaceful means. The riots and rebellions of recent years and the violent bloodstained history of this country would appear to support that premise also.

We believe, however, that America with its vast amount of resources does not have to follow a violent course unless we are negligent or give up

"If the North is ever to come to grips with the problems of the cities, the conditions in the South that led to continual flow of exiled citizens must be removed."

the struggle. Indeed, if we look back a short 10 years we can see a peaceful process of revolution gradually taking shape. The question is are we moving fast enough and can we move any faster? On the basis of what we have seen and heard we must conclude that we are not moving fast enough.

Until the Vietnam crisis is settled it is doubtful that we can move at a faster pace. As long as the Vietnam problem remains unresolved we will remain divided and our energies drained. It is nearly impossible to work on the many emotionally laden problems at home peacefully in a social atmosphere that plays into man's basest and aggressive impulses.

It is a well documented fact of history that during times of war, especially unpopular wars, children of a great age group tend toward greater expressions of adolescent behavior. It is also documented that inter-group tensions and conflicts increase. Witness for example the treatment of Japanese-Americans in the land of the free during the second World War and the general level of widespread abuse and distrust which witnessed the treatment of German Jews as Germany fought her war against the world. We must therefore repeat again that a settlement in Vietnam is the first prerequisite of a peaceful, less violent change in America.

Aside from the Vietnam settlement, what are other steps that must be taken if America is to follow a less violent course of development toward a more sane, peaceful, meaningful and creative

environment for all citizens? As a starting point, men of all ages, faiths and races must accept the recommendations and message of The Newsweek Magazine report of November 20, 1967 and of the Kerner Commission Report of March 1968.

All levels of government and private organizations must be pressed toward immediate action on recommendations expressed by both reports. Anything less could be catastrophic; the days of compromise are over—human rights, human dignity and justice are never subject to compromise. The voices heard on this program during the past months are word for word, so strikingly similar to the named reports as to make one wonder whether or not we have been interviewing the very same individuals and groups. In an attitudinal and causation sense, we have.

The second prerequisite relates to the problem of racial unrest, housing, welfare, jobs and employment. With the onset of violent turmoil in northern, mid-western and western regions of the country there has been a tendency to overlook the role of the south in creating the conditions of life in large American cities. The problems of race, housing, welfare and jobs in urban centers will never be solved until there is created a greater sense of justice under law in the south.

A large part of the migration rate which has dumped and stacked people on top of people and problems on top of problems in urban centers, is directly related to the brutal and inhuman treatment of citizens kept in bondage for centuries. This is especially true in regard to the South's treatment of the American Negro.

In his case it has been particularly tragic because it leads to a second uprooting and destruction of his cultural history and heritage. After being uprooted and brought to America in chains and slavery and being separated from his family and other primary groups, the South forced him to pick up and leave again to another state to clear land where the soils and customs were very different. In results are that many are in a perpetual state of exile.

The Negro and the North has paid its price for this exile in terms of suffering, further degradation, poor housing, unemployment and intergroup tension, hostility and conflict. If a man at least has a homeland the world is familiar and he can invest in the dream of someday returning. The history of the South has not allowed this familiarity.

Urban areas of northern states have for the better part of this century reeled under the overwhelming weight of the problems generated by the millions of exiles from the South. There was little time to plan an environment to deal with the many resulting problems of peace, health, education, welfare and recreation. Those who could have planned better were too busy with other things—such as taking care of corporate affairs and profits.

As time passed on, fear, distrust, resentment and frustration (the seeds of another form of bigotry and hate) started to take form. It then became more expedient to deal with the problems by denial, stereotypes, slogans or by moving a safe distance from the monster of our creation. In the meantime millions of other fleeing citizens moved in on top of others. After years of bondage many were ill equipped to survive and acquire a better life in the rugged urban terrain. Resentment, anger, frustration and fear became more widespread on the part of all.

Token programs of health, welfare and housing were developed but the tide of problems were not stemmed. Each year the need became greater. More and more was put in welfare and other problem areas but with very little success and additional frustrations. Pressures and resentment were set in motion . . . and the process continues.

If the north is ever to come to grips with the problems of the cities, the conditions in the south that led to continued flow of exiled citizens must be removed. This will however, require massive political programs and complete sanction if necessary in order to bring about the resolution of his skills and brutalization of Negro Americans.

Seeds of Discontent— An Epilogue

Along with this must be a massive, counter program of economic development in the area of industry, housing, and jobs in the South.

There are many undeveloped areas in the South where low cost public housing and low interest loans for the development of decent private housing could be undertaken. There are tremendous areas of natural beauty where parks and reserves for all citizens could be developed by public work programs. There is a great need for the development of hospitals and schools. There is also a trend now on the part of private industry to build in the South. With incentives from the Federal government more would undoubtedly move in that direction.

There is also a great need for large numbers of national screening and information centers staffed by people of all races and persons of specially trained backgrounds to assist citizens in getting the real information about the job market, the cost of living and other problems in urban centers in relation to the skill that citizens have to market. The concept of the frontier is dead whether we like it or not and a planned stabilization of the population from South to North must be undertaken now if cities are ever to right their way and absorb the problems of the South. The housing and education of the children of the South must be a top priority.

This is not to say that northern cities can cop out and merely point the finger at the south. On the contrary, the north must point the way and act as a model for the South to follow. Unless the north, by demonstration and leadership points the way the south will be provided additional justification for trying to hang on to the old styles that have intensified the problems in the first place.

Once a stabilization of the population has been achieved then perhaps both north and south can get down to the business of doing something about the problems that each of us witness every day of our lives throughout the country. We know what needs to be done and there is adequate knowledge to do it, if we can free our minds and energies to do the task.

If such a course of action is undertaken in the south and the north digs us way from underneath the mountains of problems, there would still be a large number of citizens and their offspring who have been so restricted and damaged by history that a significant increase in their economic lot would not be possible. We must, therefore, be prepared to develop a system of annual income for some citizens.

A third prerequisite for a solution of the problems presented by discontented forces in American life relates to the need for a reexamination of the problems of adolescents. Adolescents, such as juvenile delinquents, hippies and some student activists must live in the most contradictory of all worlds. They are given very little decision making powers about the actions that determine their fate. To a certain extent their position is symptomatic of a condition that is rapidly enveloping modern man: that is a feeling of being trapped.

The sociology of culture, as Mead describes this condition quite well in the opening chapter of his book entitled, *The Sociological Imagination*—"Not only men after the fashion of prisoners are in a series of traps. What trapped are we, they ask, by invisible things. Taking them in separation can be quite ugly. The techniques are such as to follow a desperate course

because they see no way out. As one boy put it, "might as well die now in the streets or later." As a consequence, many do die very young in the streets. This alone is a great tragedy to say nothing about others hurt by them, the wasted talent, untold amount of property damage, and the millions of dollars spent on large institutional programs which does little in the way of prevention or rehabilitation.

The hippies are also youth who pursue a desperate course in search of meaning and a greater level of participation. Beyond the drugs, the flowery dress, and the love theme, is a feeling of being trapped. Their reaction to this sense of being trapped involves a lot of suffering, unreached futures, and even psychotic breaks.

And the student activist is another youth trapped by the impersonality of today's world. He is subject to the draft and yet not allowed to vote. He, too often, has been dealt with dishonestly by the adult models who still make decisions about his life as if he were a child. As things stand now, many brilliant minds may follow nihilistic, empty, suicidal courses when the country is badly in need of intelligent, sensitive leadership.

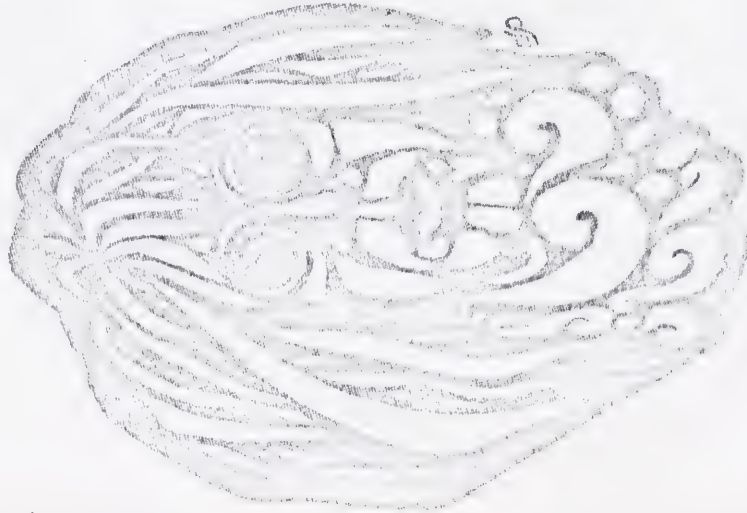
These three mentioned groups of youth must be dealt with if there is to be a peaceful, sane society. In the case of the delinquent, immediate steps must be taken to treat and recognize problems at an earlier age. There must be a greater trend toward working with them in smaller more natural groups.

There must be a movement away from the building of large institutions. There must be a greater emphasis on preventative work in the black and neighborhood level. This will require utilizing, involving and training those in the immediate neighborhood, those who walk the same streets and understand the life style in the relevant programs and services.

There is a whole untapped area of manpower including the relatively unemployed who can be used quite constructively in a total attack on the problem. This does not require a psychiatrist or highly trained clinician for every group. Very few

delinquents are disturbed to the point of needing psychiatric care. On the contrary most are normal human beings reacting to abnormal, contradictory and overwhelming forces and situations.

In terms of the hippies, the dishonesty, hatred and routinized existence of suburbia must be reexamined. The protective shield erected around children that does not allow for differences, creative search, and experiences with people of varied backgrounds will have to go. Many youngsters become hippies as a result of this stale existence.



The student activist must be given real and greater powers in terms of determining the rule and regulations and content of academic subjects.

For all three groups there must be a reexamination and movement toward lowering the voting age, the age requirement for jobs and positions and involvement in all areas of government and private life where policies for better or worse are made.

The record of the adult world in deciding social policies at this point in history leaves much to be desired. Even though we cannot swallow our pride and take a back seat we can at least share the power—after all, it is their life too. If we do not share the power, the history of Europe with its many violent upheavals on the part of the young may soon be with us.

The fourth prerequisite involves the social and educational training of the very young. This too will require massive intervention on the part of the Federal government. Local and State levels have been unable to provide the funding, leadership and direction in this area. If future generations are to rise above the mistakes of history there must be an early exposure of children to many different people.

If the concept of man as man is to come about it will not come about by separate, racially divided districts with the best resources located in suburbia while kids less fortunate are stacked row on row in run-down buildings in the central city. These conditions can only lead to greater division and a perpetuation of hostilities that has led to fear and an alarming volume of purchases of fire arms across the country.

The final prerequisite involves a total reorganization of police departments. A large number of citizens both black and white have lost confidence in various police departments. The only way that the situation can be remedied is by making police department representatives of the community that it must serve. Training, screening and salaries must be increased. Citizens review boards are also necessary if confidence is to be restored.

There must also be a movement toward assigning police officers to neighborhoods on the basis of their recognition of the problems of people living there. The community needs to get to know the policeman and the policeman, the community. Only out of this kind of arrangement will the police and the community get to know each other in a more trusting fashion. If there are not improvements in police-community relation very soon, greater civil disturbances may be triggered on such a scale as to make a peaceful society a far away dream. Under such conditions all of the knowledge that we have about solving today's pressing problems will be a moot point.

In looking back over the past 26 weeks and the principles of action that we have derived, we are convinced that we, America as a nation, cannot afford to go backward into history to the days of the comfortable slogans and stereotypes. This tide of discontent and dissent can only be repressed at the expense of the peace of all. Anything that goes backward and away from the 1st child like steps of the civil rights act of 1964 and other social measures such as the poverty programs would make life totally unacceptable to large numbers of people. When life becomes unacceptable to large numbers of people, many will rebel to the point of death.

It is doubtful that we can move forward fast enough with men like Eastland sitting on the Senate Judiciary Commission or men like Stennis, McClellan, Mills and Ford sitting on powerful committees in the bodies that must provide the necessary policies and resources. Has the American mind and feeling for his fellow man matured to the point where his aggressive, destructive impulses can be kept in check?

Have we matured to the point where relentless pressures will be put on the government to a point where obstructionists, who by their attitude and power have gone as much as anyone toward the creation of the present level of discontent, will be removed? One thing is certain and it must be made known to the people of this country: if only the black and white of this battle will be between civil and police officers or a police state.

PART III

"THE PROMISED LAND"

- . A Prospectus for thirteen, one-half hour documentaries.

The current upheaval, tension and conflict in the city of Detroit is a microcosm of problems experienced in other cities and must be seen against the backdrop of personal hope, ideals, and strivings, and within the context of our great experiment in democracy in Western Civilization. In order to understand both our promise and our conflict, one must go back to certain basic considerations of man and his needs in the civilized society.

In looking at societies historically, whether we look at the ancient civilization of the Incas, the pomp of medieval Europe, or the fame of Rome, basic universal considerations, or "needs", can be isolated: 1. Food, 2. Shelter, 3. ~~Society~~ ^{Security} of the Family, 4. Clothing and Medical Care, 5. In more recent evolutions of civilizations, Methods of Education.

When these basics are not met, the results equal social problems; or, simply stated, mankind is presented with tremendous problems of living, of ~~F~~ belonging, of surviving. If conditions reach a certain

point of disequilibrium or imbalance, society can be destroyed by the conditions of rebellion, of discontent, of anomie or withdrawal; in short, by its own internal combustion.

The entire series of programs described below is based on the current crisis in American society. Although much has been written and said about certain basic needs of man, such as housing, shelter, food, clothing, education, the family, medicine, dignity and respect, safety and security, little has been presented in a dramatic, educational form which will present both the reality of the problem in a personal, eye-witness account, ~~and from a~~ ^{and the} social, historical perspective that provides lucid summations and insights into the situations that often go unnoticed. At this juncture in our nation's history we can ill afford to remain insensitive to these simple but very crucial insights into the basic needs of man. Until we develop our social perspectives to the point where these problems can be recognized, solutions proposed, and the will to follow through on proposals generated, the present level of social unrest ^{so} widespread in American cities will continue, and the fear of change itself will continue to grow.

By starting with certain basic premises, which we can all agree ~~the~~, the attitudes and feelings of those involved in the crises today can be documented in such a way as to take us far beyond mere platitudes and charitable considerations. We can capture the environment in a manner that makes it alive and now, and thus capable of being experienced on a personal level. By this process we can explore the depths of the social fabric in our society and the ~~resulting~~ social conditions and problems that surround the fulfillment of these basic human needs. This is crucial. Any reading of history will indicate that these basic needs are common denominators in all civilizations, and it is upon the fulfillment of these needs for its peoples that great civilizations live or die.

If basic human needs are to be fulfilled, these needs must be seen by all of us who are in a position to aid in the fulfillment. But further, realities and needs must be accurately and completely stated with a sense of what they mean, not merely thrown out by the media as pieces of data to be filed with the overwhelming barrage of facts, ideas, and information that each of us labor under day-by-day.

It is obvious that the most pressing needs are in those areas relative to minorities, but that does not mean merely focusing on the inner city and the problems of the Negro, the Mexican-American or the poverty stricken whites. It also means turning the lens outward toward the suburbs and the more affluent member of society, focussing on his ideas, attitudes and feelings. It means looking at institutions and organizations and the people in them and asking relevant questions and getting adequate answers. It means looking at ourselves in the accurate mirror of human fact and not through the distortions of misconception, superstition, fear or rumor. It is within this basic philosophical framework that the following programs are anchored.

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PROGRAMS AND SUBJECTS

INITIAL PROGRAMS:

- I. MAN'S CASTLE - - Housing
- II. VISIONS OF SUGAR PLUMS - - Food
- III. THE CLOAK OF PRIDE - - Clothing
- IV. I DON'T WANT TO DIE YOUNG - - Medical Care
- V. a.) WHAT DID YOU LEARN IN SCHOOL TODAY ? - - Education
b.) CAMPUS EVOLUTION/REVOLUTION - - Education & Student Rebellions
- VI. STRIKE - - Militancy, Unionism and the Public Employee
- VII. J. D. - - Crime and Delinquency
- VIII. THE AMERICAN FAMILY REVISITED
- IX. THIS IS THE CHURCH, THIS IS THE STEEPLE - -
Dissent, Social Action and the Role of the Church
- X. THE AMERICAN NEGRO: AN HISTORICAL PERSPECTIVE
- XI. ACID, GRASS AND VISIONS OF A NEW WORLD - - Contemporary Drug Use
- XII. WHAT'S HAPPENING - - Life in the central city . . .
As expressed by young residents
- XIII. THE CITY'S WORDS - - Central City Writers and Their Works

FUTURE PROGRAMS:

- XIV. THE SUBURBAN BREAKDOWN - - Suburban Social Problems
- XV. HOW DO WE MAKE OURSELVES HUMAN ? - -
Group Therapy, Sensitivity Sessions, Action Groups, etc.
- XVI. WHO ARE " THEY " ? - - Paranoia, Fear and Hysteria . . .
In a changing mass society

PROGRAMS AND SUBJECTS - - continued . . .

- XVII. THE YOUNG HERETICS - - Analysis of contemporary thinkers and doers
- XVIII. TOMORROW ? - - Social and physical urban planning
- XIX. A NEW POLITICS - - Post 1968 politics, with a view to 1972
- XX. CRIME, COPS, JUDGES AND CAGES - -
Judicial changes and their consequences in the past
few years, detention practices and facilities, law
and justice for minorities and the indigent.

PROGRAM I - - " MAN'S CASTLE "

This program will explore the ramifications of the problem of housing for low-income families in central city areas and its implications for the social order. The physical and social conditions will be reviewed against the backdrop of history and this nation's industrial development. Feelings about housing and the policies or non-policies of the nation as it relates to this problem will be explored.

A personal, humane perspective will be created by directing the camera at the realities of conditions today as seen through the eyes of those who face the problem of housing in their day to day existence. The cultural consequences of the value placed on a house or an open spot of land, as expressed in suburbia, will be contrasted against some of the stark realities in the inner city belt. We will attempt to capture the core of feelings and strivings, desperation, loss of hope and growing militancy as it relates to this specific human need. Within this context, the perspective of the old and young, of white and black, of individuals and organizations, will be shown through their own words, actions and deeds.

We will look at the phenomenon of tenant unions and other grass root responses that are emerging and analyze the social and economic dynamics involved in meeting this most pressing national need. Responses of local leaders and groups, both in the central city and suburbia, and " official " responses to the problem will be analyzed and dissected.

Within this matrix of places and situations, individuals and their feelings can be seen a prime " cause ' that helped produce the recent " effect " of disturbances, turmoil and suffering.

PROGRAM II - - " VISIONS OF SUGAR PLUMS "

The program will concentrate on, first of all, the value and meaning of food within the general society. Later, the focal point will be in terms of the problem of malnutrition and starvation in certain parts of the central city. Problems relating to food distribution, availability and price will be explored. The facts presented will set the stage for the social implications of problems and inadequacies in this area.

From this perspective it is felt that much can be communicated about the meaning of food which goes beyond mere survival or basic biological necessity, and gets into the implications for social meaning in the social order.

PROGRAM III - - " THE CLOAK OF PRIDE "

Writers since the days of Shakespeare emphasize the psychological importance of clothing. The physical importance has never really been questioned. In the format outlined for dealing with basic needs, the program will be done against the backdrop of current dress styles in the general society, what we value, fashions, mores, etc.

The focus will be on attitudes and feelings and how these relate to these items. The meaning of dress styles and fads among low income dwellers, youth and minority groups will be examined, and the problems having implications for the social order highlighted. From this perspective much of the vanity, comedy, injustice, suffering and alienation of the poor can be seen and felt by all.

PROGRAM IV - - " I DON'T WANT TO DIE YOUNG "

This program will concentrate on the far-ranging social implications of inadequate medical care in the democratic society. All of this will be created against the backdrop of the traditional concept, image and role of the doctor and medicine both historically and presently in the 20th century. The emphasis will be on the feelings and attitudes of the general society as they relate to the issue of health.

Hospital facilities and health conditions will be looked at. The focal point will be the problems and the day-to-day lives of those at the bottom in inner city areas.

PROGRAM V - - "WHAT DID YOU LEARN IN SCHOOL TODAY ? "
PART A.

PROGRAM V - - " CAMPUS EVOLUTION/REVOLUTION "
PART B

This program will take a look at the crises and public agitation as they relate to education . . . high school, elementary and university level.

In view of current conditions and the amount of information involved, this program will be divided into two half-hour sections . . .

A. Elementary and Secondary . . .

B. University level.

We will look at increasing demands of blacks for black curriculum, the controversial issue of community control, " student power " and the old problems of funding, financial structures and related problems. The implication for the social order in terms of meeting national needs and further problems such as school drop outs will be analyzed.

PROGRAM VI - - " STRIKE "

This program will attempt to analyze the factors involved in public employee unrest, the growth of such phenomena as the " blue flu " and the nature of the increased demands among public employees. The basic roots or causes will be explored and the ramifications for the social order will be analyzed.

PROGRAM VII - - J. D.

This program will use as a basic starting point the current fear and concern about apparent increases in crime. It will dissect some of the basic underlying causes and get first-hand, on-the-spot, points of view from youngsters who are involved, or who at some point have been involved on the wrong side of the law. Programs now underway to help correct this problem will be analyzed, as well as agencies and institutions. New possibilities proposed by professionals involved in this area will be outlined and evaluated. Community self-help programs and community sponsored solutions will be highlighted.

PROGRAM VIII - - THE AMERICAN FAMILY REVISITED

This program will take a look at the role of the family as it has historically evolved and as it has been presented in literature and documents. A look at the family as it exists at various social levels today will then be presented. We will analyze the values that society places on the family, as well as some of the problems created by social conditions and rapid changes in our society. Increased divorce rate, changing social/sexual mores and roles and related problems, will be explored.

PROGRAM IX

THIS IS THE CHURCH, THIS IS THE STEEPLE

This program will take a look at the current crisis within organized religion; that is, the Catholic Church, the Negro Church, problems relative to draft counseling, the concept of " God is dead " and increased militancy on the part of clergy. This analysis will be done against the backdrop of the historical role of the church in the larger society, analyzing the **i**mplications for the contemporary social order.

PROGRAM X - - " THE AMERICAN NEGRO "

An Historical Perspective

It is felt that this program can provide a microscopic view of the human problems in urban society. The program will present a perspective on riots, rebellions and the disenchantment of Negro citizens, but will be presented through the eyes of the older Negro citizens who have lived in Detroit since the turn of the century. Thus, what in fact will be presented will be living history. It will stress the continuity of experience and consciousness as it relates to the living history the young experience through their elders.

The enclosed recording demonstrates some of the documents already collected for this specific production. It is felt by Seeds of Discontent that the network productions that have been broadcast dealing with this and similar topics should be considered national precedents which local stations can now emulate with productions that speak directly about and to local conditions and problems. Through local productions, citizens of Detroit can have a relevant, personal opportunity to express themselves. This avenue of communication can provide an invaluable social service, siphoning off anger and disenchantment in a constructive dialogue.

PROGRAM XI - - " ACID, WEED AND VISIONS OF A NEW WORLD "

This program will focus on bringing to the screen a personal, sensitive account of the problem of drugs in the 20th century. An attempt will be made to ascertain the meaning of the use of drugs within the contemporary American culture and also to look at it from a cross-cultural perspective. We will attempt to probe behind the moral and legal considerations and look at the meaning of the basic causes behind the use of drugs. An examination will be made regarding Educational and Clinical programs designed to educate, rehabilitate and cure.

PROGRAM XII - - " WHAT'S HAPPENING "

This program will begin by involving young people from the inner city in the actual production. After being provided with simple movie cameras, training in operation and mature guidance, they will be given relatively free reign to photograph what they consider important in their lives. They will keep the camera for one or two days, until they run out of the allotted film, photographing their lives at home, their friends and their activities. The youngsters will provide materials that they feel express or provide an answer to the question of what is important in their lives - - what's happening !

This program technique has been employed in various major cities across the country with outstanding success. The results includes

greater self esteem, improved awareness of specific conditions and facts of life, and a greater ability in organizing perceptions and information. The finished program has a wide range of uses in community meetings and projects. Some cities have set up block-club film festivals where films made by community " film-makers " are shown. This can provide a valuable pivot for community consciousness and awareness. It becomes another avenue of expression and communication in the current vacuum.

PROGRAM XIII - - " THE CITIES WORDS "

This program will be based on perceptions and ideas of young writers in the inner city, both high school and college. They will be brought together to read their works, discuss them and answer questions. Specific themes will be explored in terms of what provoked the writing of the work, such subjects as urban renewal, the riots, etc. Research already shows there are many talented young people who are giving voice to " what is happening" in articulate poems, stories, essays and plays. In addition, a perspective would be presented from the points of view of other areas of the city and suburbs. The emphasis would be on trying to find common meanings as well as points of contrast or differences in approach and meaning.

PART IV

SUMMARY

Seeds of Discontent has demonstrated the validity and effectiveness of ~~this~~ ^{its} approach and technique in the field of radio broadcasting, as has been attested to by the various political figures, professional people, public agencies, educators and others whose endorsements and comments have been presented above.

It should be realized that the success of presenting inner city problems relating to the Negro community in the radio series was a result of having a black writer and narrator who could first get to the material and present it with cogent comments which gave representation to the black man's perspective in the larger framework of thoughts and ideals in contemporary American society. Thus the radio series did not become a one-sided axe grinding situation but rather a part of the drama of the total expanding American experiment and consciousness.

We will follow the same technique and format in motion picture production. It is felt that with such an approach the resulting productions must be destined for television (commercial and/or

educational) and should be used by civic clubs, organizations, public libraries, public agencies, classrooms and universities. All indications are that needs for films of this type for educational purposes will continue to expand. A recent film on juvenile delinquency called "The Dangerous Years," released by the Modern Picture Taking Service, is booked solidly until June of 1969. This is not an abnormal situation, but rather a symptom of an increasing demand on the part of the public both locally and nationally for more meaningful public information.

In summary, then, we again emphasize and stress the following:

1. To fill the void and gaps created by the mass media and the rapid social and technological change, enormous steps in providing public information must be taken quickly.
2. Seeds of Discontent has demonstrated its ability via radio to take those steps into the centers of most relevant information, and its ability to organize that information and present it in a balanced view.

3. Its ability to do this comes from the following factors:

- A. An experienced and dedicated staff close to the grass roots sources of information.
- B. A close personal relationship with organizations and individuals at all levels of society.
- C. An inter-racial staff able to compare and evaluate their individual viewpoints on any material approached.
- D. An inter-racial staff that has the flexibility to elicit cooperative responses from many different areas of the social fabric, including the openly hostile areas of militant individuals and organizations.

4. Seeds of Discontent is unique in that it takes a wholistic view as it approaches the specific subjects of social protest and change. This view renders a clearer perspective on how we are influenced by all the

dynamics operating within our society today,
and the challenge that we as citizens in a
democratic society must face in order to
make "The Promised Land" a greater reality
for all of us.

Series:

Project Title The Promised Land
Program One: The American Negro: The Historical Perspective

Proposal Initiator: Hartford Smith, Jr., ~~Chairman~~ President
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Name of Institution: Seeds of Discontent, Inc.

Transmitted by: Hartford Smith, Jr., ~~Chairman~~ President

Date Transmitted: July 8, 1968

Signed _____

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Project:

DOCUMENTARIES ON URBAN PROBLEMS

Project Title:

"The Promised Land"

Proposal Initiator:

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Name of Institution:

Seeds of Discontent, Inc.
18098 Roselawn
Detroit, Michigan, 48221

Date Transmitted:

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SPEL OUT PROBLEM IN TERMS OF LACK OF UNDERSTANDING ON BOTH SIDES

INTRODUCTION

The inadequacies mass media have demonstrated in the climate of upheaval currently renting the seams of American social fabric have been, and are now being, analyzed. They revolve around three essential points: (1) A lack of real concern -- until the riots -- for minority groups and their problems; (2) a lack of perception into, and from the viewpoint of, the various disenfranchised areas of our society; and (3) The inability to get at and present to the public significant expressions of the various realities present in the country today.

This is most blatant with respect to minority groups, especially the Negro, but it also manifests itself in an inability to perceive and appraise in a really meaningful manner the social problems encountered by individuals, families, and institutions at all levels of our rapidly changing society. In short, the media have been unable to break from their preconceptions of and lack of contact with the situations and personalities they have chosen to deal with merely as "news." As a result they have contributed little to knowledge, communication, or understanding.

It is the belief of Seeds of Discontent, Inc. that statistics do not speak, but that people do; that facts do not and can not exist separate from the human beings and human feelings that they express.

Further, it is the belief of Seeds of Discontent that the people must speak, must say what they think and feel in any way they can, and these documents of reality must be organized and presented in a balanced view based on the prevailing outlook voiced by the group of people whose reality is being expressed.

Seeds of Discontent is, then, an attempt by professionals in the media to break new ground with relevant and meaningful programs designed to make abstract knowledge as real and as human as it is; and, in doing this, to appeal to the human sensations in all men in order that other men's realities might be communicated and thus understood with compassion rather than with the detached abstraction of intellectual "understanding," or in the uninvolved and unsympathetic context of "fact" or "news."

* * * * *

SEARCH

DEEPLY TO
THE ROOT

TO "AIR" PROBLEMS

Part I of this document gives the history, organization, and objectives of Seeds of Discontent with bibliographic, information on the individuals.

Part II of this presentation documents the success of the approach taken by Seeds of Discontent in the media of radio, while at the same time outlining the subjects and problems investigated.

Enclosed is a tape compiled from programs I, VI, VII, AND VIII, which demonstrates the general approach employed and kinds of documents collected.

Part III sets forward the immediate proposal, its intentions, and anticipated cost.

Part IV discusses and summarizes the proposal and highlights future interests of Seeds of Discontent.

PART V presents Budget Breakdown on an individual and continuing basis.

PART I

The organization, Seeds of Discontent, Inc., was formed after the successful completion of a 26-week radio series called "Seeds of Discontent." The radio series was developed, produced, and written by Mr. Hartford Smith, Jr. and Mr. David Lewis in 1967 and 1968 in the aftermath of the Detroit riots. The radio series was broadcast through the auspices of the radio station WDET, FM, Wayne State University School of Mass Communications. Although the series was produced locally, it later received national recognition via the National Educational Radio Network. The entire series was broadcast via National Educational Radio Network in 28 states and 82 different cities throughout the U.S. (See Part II of this report for a detailed summary of national and local reaction to this series.)

At the present time, Seeds of Discontent, Inc. is made up of concerned and devoted craftsmen in the field of mass communications and professionals in the field of social analysis. More specifically the members of the corporation at the present time are as follows:

Professor Hartford Smith, Jr., President

Mr. Smith is the ex-administrative head of the State Department of Social Services Screening and Intake Unit which handles the youth rehabilitation program for all delinquent boys and girls committed to the state from Wayne County. He is now presently employed as an assistant professor of Social Work, Community Organization Sequence, in the School of Social Work at Wayne State University. Mr. Smith was born in Alabama and migrated to Detroit in 1956. He attended Wayne State University and now lives and works in Detroit. Mr. Smith was the interviewer, writer, analyst and narrator for the radio series, "Seeds of Discontent."

Mr. David Lewis, Vice-President

Mr. Lewis is a graduate of Wayne State University School of Mass Communications with a Bachelor of Arts Degree in Mass Communications. He has had a varied and long career. He was one of the first

producer-promoters to stage folk music concerts in the country, bringing such performers as Odetta to Detroit. He has worked in television, and theater in various parts of the country and has a wide background in both training and experience. He is a Detroit resident, having resided here permanently for many years, who has worked diligently to see programs of a documentary nature produced and presented to the public. Mr. Lewis, who was the producer for the radio series "Seeds of Discontent," is technical director in charge of radio production.

Lambro Niforos, Research Coordinator and
Secretary-Treasurer

Miss Niforos, a native Detroiter, attended Wayne State University where she majored in Spanish, French and English. While at the University she worked in various capacities that gave her the

in research methods that she brings to this position. She is currently employed by Radio Station WDET, FM.

Mr. Robin Eichele, Co-Director in charge of
Motion Picture Productions

Mr. Eichele came to Detroit in 1960 to attend Monteith College at Wayne State University where he concentrated his studies in English, Humanistic Studies and Film Production. He worked for five years for WDTM, FM, in Detroit, programming spoken word programs, poetry and prose, as well as writing book reviews, film reviews and interviewing numerous visiting writers, poets, film directors and actors. In 1966 and 1967 Mr. Eichele continued his study of film, in London, England. While there, he wrote and directed a documentary on partially hearing and deaf children. Since returning to Detroit, Mr. Eichele has been producing audio-visual aids for education,

free-lancing in still and cinematography in a wide variety of areas, and teaching in the Detroit public schools. He is presently employed as a producer/director by the Tom Thomas Organization in Detroit. Mr. Eichele is one of the founding members of "Seeds of Discontent, Incorporated."

Mr. Patrick J. Cragin, Co-Director of
Motion Picture Productions

Mr. Cragin was born in Detroit and lived most of his life in Chicago, Illinois. He attended both Northwestern University and Wayne State University. For the past six years he has worked as a free-lance cameraman and has had a wide range of experience in television and other media, including experience in Cinerama and Panavision techniques. He is presently Motion Picture Production Manager for the Tom Thomas Organization.

Eric Sevareid's statement at the Emmy Award Presentation in 1958 summarizes the objectives of Seeds of Discontent, Inc.:

"We know what we have to do. We have to amuse,
and there we have done well, I think . . .
To inform, and there we have made steady
progress . . .
To instruct, and there we have a long way to go . . .
To inspire, and there is the longest untravelled
way of all." *

Mr. Sevareid points to the gaps in present day mass media. It is the concern of Seeds of Discontent that these gaps be filled. Meaningful public information must be made more available and this must be done as soon as possible.

In terms of providing more meaningful public information, the intent of Seeds of Discontent should be well clarified: The first intent is not to do statistical analysis; rather, it is an attempt to capture the essence of the interplay of man, society and history at a given point of crisis. Secondly, it is an attempt to gauge and probe the depths of feelings, attitudes, emotions and concerns of persons who must live out their lives amid the

* See enclosed articles at bottom of Part I.

BOTH SIDES

problems, pressures and ruggedness of the urban terrain.

Thirdly, the emphasis is on having the person who is suffering, who feels mistreated, at odds or in conflict with society, say what he feels is wrong and what should be done about it. Fourthly, we add the comment and perspective of those social analysts who demonstrate the most comprehensive perception into the problems being confronted. And finally, all that we are striving for, what we hope to do, is to capture and explain in live, capsule form the essence of the contemporary human condition, the discontent, unrest, and unhappiness in our urban society.

Seeds of Discontent believes that society must be depolarized by more adequate presentation, analysis and interpretation of current social dynamics. A vital means of accomplishing this is available and must be utilized by the techniques we have adopted. When in our society each man feels and knows that he does have a voice that influences his destiny, that wrongs can be set right, that conditions and institutions do change, then we will be on our way to a greater level of social health, morale, and progress.

Through public articulation of and involvement in the processes that are indeed history, individuals can have an actual, tangible role to play in recording that history. When this is done, many of the gaps caused by alienation and discontent can be bridged.

This, then, can become the basis for a counter-force to synthesize and make relevant available facts and information in order that conditions be created that will allow social energies to begin to move in a positive direction.

The future is as enormous with hope as it is with problems and frustrations, and Seeds of Discontent is working to bring this hope, the hope of all men, to the surface in real and relevant programs. We are working to make this hope a reality, and to create the atmosphere for a meaningful and orderly change. It is to this end that the projects outlined in Part III of this proposal are put forward.

Plight of the City

It looked like the embodiment of a documentary-producer's dream. To put together a three-part NBC "White Paper" on the plight of the American city, producer Fred Freed was presented with a blank check by the American Telephone and Telegraph Co., a crack crew of 60 and all the time he needed to make the shows memorable. That was eleven months ago. Today, Freed complains that he now "has a headache all the time"—and small wonder. All he had to overcome was a \$200,000 shakedown attempt by some Boston black militants, a community boycott against cooperating with the interviewers, threats of violence ("You film in here and your blood will roll") and the murder of two of the documentary's principals midway through the filming.

Oh, yes, the NBC crew has also been credited with digging up prime suspects in the murder case—and in the best "Front Page" tradition. The victims, both officials of a black anti-poverty agency in the Boston ghetto of Roxbury, were gunned down in the agency's office shortly after they were interviewed by Freed's team. For the next few days, the NBC team, led by investigative reporter Walter Sheridan, tapped their many contacts in Roxbury for leads. Finally, an informer was persuaded to talk and the NBC crew filmed his resolution for the Huntley-Brinkley show. The informer made good and, soon after, the police arrested two of the victims' colleagues and charged them with the crime. Alleged motive: control of the poverty project.

Zest: When not dealing with murders, Freed has been producing the most imaginative treatment of the urban dilemma yet to illuminate the tube—and one of the lengthiest, most expensive TV documentaries ever attempted (final cost: about \$1 million). The first show in the series, aired in September, turned the cameras on San Francisco, New York, Tokyo, Rome, Detroit, Chicago and Cleveland, concluding with a volatile discussion between Daniel P. Moynihan, the President-elect's new adviser on urban affairs, and Charles V. Hamilton, the black political scientist.

But it was Freed's inspired use of special effects that lifted the show out of the standard documentary mold. Split screens, long lenses, montages and the use of folk-rock groups for background music added zest to what might have been ponderous going. To dramatize the widening economic gap between the white rich and the black poor, Freed juxtaposed slices of life: white children frolicking in a backyard pool and black kids cooling it with hydrant spray... New Haven Railroad commuters reading their newspapers while through the train windows the tenements of Harlem flash by (and, in the background, Spanky

and Our Gang sing "Give a Damn").

Freed will employ the same range of techniques during his second installment, a two-hour special scheduled for the evening of Dec. 30. This focuses on the city of Boston which, according to one civic booster, "is going to save the United States of America." The NBC team did discover some hopeful signs—a business community involved in ghetto affairs, a poverty program initiated by private rather than Federal funds and a bright, young mayor who cares.

But when the interview crew started to move into the Roxbury ghetto, they were accused of racial exploitation by black-militant leaders. The charges



Dan Bernstein

Freed: Talking to the emotions

mushroomed into a full-scale community blockade, culminating in demands from blacks for a contribution of \$200,000 as an "act of good faith" and the right to edit the final product. Freed stood firm and the crew kept filming, encountering considerable tension but little trouble. The show, which uses 4,000 feet of film out of 120,000 feet shot, also explores school, job and police problems in Boston and three other cities. The last installment, to be shown April 22, will focus on emotional attitudes underlying urban upheaval. "The problems of the cities," explains Freed, "have changed from basically financial to psychological."

A concern for things psychological is the professional trademark of the 48-year-old producer, who has won three Emmys and a Peabody Award during his twenty years in broadcasting. Freed

thinks that the art of TV documentaries has remained emotionally static since Fred Friendly developed the form in the '50s. "Since the medium is one that makes people feel and not essentially think," he observes, "we have to talk to people's emotions and not to their intellect. Words should only add enough to what you're seeing to make it clear. If people are only listening, all you have is an illustrated lecture. Therefore it's very important that scripts not be literary. One of the few rules I have is that a script that reads well is probably a bad one."

Tuning In: So much for why Freed attacks subliminally, employing folk-rock and camera tricks from the new cinema. Why he takes on something as difficult as the crisis of the cities is more complex. "There are three types of programs you can do," he contends. "One makes you feel better. The second makes 'them' feel better. The third, the hardest of all, makes somebody who isn't committed involved in a problem. But with them you have to say it so they don't tune out."

Whether viewers tune out or not, AT&T is so high on the Freed approach it is reportedly considering extending his three-part study into a permanent series, with perhaps five such specials on city problems aired each year. That won't clean up America's urban mess—but it may help a few viewers "give a damn."

Nixon's TV Man

"I do not control these cameras," allowed the President-elect, "but I hope that as they pan the members of the Cabinet they also show their wives."

As if on cue, the TV pool cameras began slowly panning the frozen faces of the first ladies of the Cabinet, sitting immobile next to their husbands on a row of chairs in Washington's Shoreham Hotel. Off in the wings, blond, youthful-looking Frank Shakespeare Jr. beamed approvingly. The idea to present all of Richard Nixon's Cabinet choices on a TV special last week had come from the CBS vice president—and getting the wives on camera added a touch of humanity as well as show business. "I don't know why such a special hasn't been done before," says the 43-year-old Shakespeare, who has just returned to CBS after eleven months as one of Nixon's key television advisers. "It's the most obvious and logical thing to do."

Publicity: Names of most of the President-elect's official family had leaked to the press at least a day before—a development that would have unleashed the wrath of Johnson one Administration earlier. Whether by design or inadvertence, the leaks benefited the Nixon team with greater publicity mileage. And they really took nothing away from the half-hour show—or the extra half hour of commentary that each of the TV networks tacked on. Indeed, the Nixon special proved a remarkable study in low-keyed, carefully staged TV programming. The only natural element was Nixon



'Birth and Death': The Norths with PBL crew in delivery room

Special Week

We know what we have to do. We have to amuse, and there we have done well, I think . . . to inform, and there we make steady progress . . . to instruct, and there we have a long way to go . . . to inspire, and there is the longest untraveled way of all.

—Eric Sevareid, Emmy Awards, 1958

Through an extraordinary barrage of specials last week, television demonstrated just how far it has come since Sevareid defined its four ideal functions—and how far it has yet to travel.

NBC supplied the amusement by presenting back-to-back studies of two slightly shopworn sex symbols, 33-year-old Elvis-Presley and 34-year-old Brigitte Bardot. In his first TV appearance in eight years, the Memphis millionaire displayed the old pelvis-grinding, lip-quivering style packaged in basic black leather. But time takes its toll and when a profusely perspiring Elvis forgot the lyrics to "Love Me Tender," a new generation gap seemed to suddenly yawn. The point was driven home when the camera caught a pretty teeny-bopper in the audience examining Elvis with cool, clinical detachment. Like man, even *he* is over 30 . . . dig?

Miss Bardot fared only slightly better. In a French-produced, bilingual show, the pouty sex kitten had the support of some dazzlingly intricate photographic effects and more costume changes than a Barbie Doll. Unfortunately, Brigitte also acts, sings and dances with about as much animation as Barbie. BB, in fact, managed to blink only twice during the entire hour, a feat that might be attributed to either an inoperative eye muscle or a practical joke. Did someone stealthily

spike Brigitte's mascara with plaster of Paris?

CBS, meanwhile, served up both information and instruction with its fourteenth National Geographic Society special, a chillingly beautiful zoological study of reptiles and amphibians filmed in the Far East, Costa Rica and India. Although the show may have told us more about the scaly set than we wanted to know, CBS followed with another special that told more about American jurisprudence than we have come to expect.

Eloquent: Relaxing in a black leather armchair in his library in Alexandria, Va., Supreme Court Justice Hugo L. Black chatted amiably with reporters Sevareid and Martin Agronsky. It was a timely and sometimes trenchant discussion. Black disapproved of massive street demonstrations ("It has never been true that the only way to protest . . . is to go out and do it on the streets"). He also questioned the wisdom of Chief Justice Earl Warren's qualifying phrase "with all deliberate speed" in the Court's 1954 decision calling for school integration, arguing that it has delayed the process. Do some recent decisions make it more difficult to convict criminals? "Certainly," answered Black—"and why shouldn't they?" The Court, he insisted, is merely following the Bill of Rights—and the Bill was written to make conviction more difficult. Whatever Black's viewpoint, it was his eloquent simplicity that made the hour one of TV's finest.

Inspiration, of course, remains harder to come by; yet a few sparks of it lit up the tube last week. Although the words fell short of the pictures, ABC's close-in look at Michelangelo's frescoes on the Sistine Chapel ceiling sometimes soared as majestically as the ceiling itself. And the Public Broadcast Laboratory opened

its second season by tackling nothing less formidable than the terminal points of human existence.

The impact of "Birth and Death," a two-hour *cinéma-vérité* treatment by independent producer Arthur Barron, rested solely on the fact that Barron persuaded three people to share a supremely private moment with millions of strangers (technically, the camera work and sound track resembled a home movie). His subjects were artists Debbie and Bruce North, a young Brooklyn couple awaiting the natural birth of their first child, and Albro Pearsall, a lonely gold smelter awaiting release from the agonies of incurable lung cancer. The juxtaposition produced some memorable vignettes: Bruce playfully pressing a parfait glass to his wife's stomach to amplify the baby's sounds . . . the unmarried Albro poignantly decrying his reclusive existence . . . Bruce excitedly yelling "Push, push, push!" as the baby emerged in full view of the camera . . . and Albro, only days before his death, mutely staring with the haunted eyes of a Walter Keane waif.

To inspire is indeed the longest, untraveled way—but at least a few people are attempting the trip.

—HARRY F. WATERS

Keyed for Laughs

Scene: a Hollywood TV dubbing studio. A man enters wheeling what looks like a leather suitcase on rollers. After plugging it into a wall socket, he checks a 32-key keyboard and an organ-like foot pedal. Then he sits down before the contraction and nods to the control booth. Suddenly the opening scenes of a "That Girl" episode appear on a wall screen.

Watching intently, the man pushes a key labeled "presence" and the rustling, breathing sounds of a live audience fill the room. As comedienne Marlo Thomas begins to do her thing, the man plucks at the "titter" and "chuckles" keys. Now Marlo is entrapped in one of those wild snafus and the keyboard man is making like Horowitz, rippling off crescendos of guffaws, howls and boffolas. As the last scene fades, the man slams down the "applause" key and then slumps, exhausted, in his chair.

The virtuoso of joy, in this case, is



Drawing by Lorenz © 1967 The New Yorker Magazine, Inc.

"Of course it's funny. Don't you hear all the laughing?"

PART II

SYNOPSIS OF

SEEDS OF DISCONTENT

Seeds of Discontent - - a radio series of twenty-six one-half hour programs originally broadcast on WDET-FM, now syndicated on eighty-two educational radio stations through the National Educational Radio Network.

Produced by David Lewis

Interviews, commentaries and analysis by Hartford Smith, Jr.

Part A: Synopsis of Seeds of Discontent

Part B: Correspondence received on the program regarding its reception, uses and value.

PART C: Articles pertaining to the program and a transcript of the last installment.

PART A

SYNOPSIS OF
SEEDS OF DISCONTENT

Essentially the program is a commentary on social problems which occur mainly in urban centers. The problems are identified through the dialogue, feelings and expressions of those caught-up in social conflict and turmoil. The emphasis is on having the person who is suffering or who feels mistreated and at odds with his society, say what he feels is wrong and what should be done about it. Although the range of problems are numerous, there are connecting threads which also gives a more general perspective to the many individual, and specific problem situations. This general perspective resulting from dialogues with individuals, families, and social groups is woven into a whole for each program. Commentaries and analysis by Mr. Hartford Smith, Jr.,

Assistant Professor of Social Work at the Wayne State University School of Social Work, is blended into the dialogue to highlight key considerations. The emphasis is on a well balanced presentation of dialogue, scientific analysis and artistic delivery as opposed to lecture form.

Eleven 30 minute programs have been completed thus far. The series will comprise twenty-six such programs. Interviews with people who are classified as being in difficulty, social problems, etc. are done "on the spot" with portable taping equipment. At times, 2 hours of tape may be edited and distilled into 30 minutes of very tight, concise statements of concern from people who never dared talk via the mass media before. The following capsule description of fourteen programs will give some

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indication of the kind of material, problems and people that we are trying to get responses from:

Program 1 (Oct. 5, 1967) presented interviews with a group of delinquent boys as they talked about why boys get into trouble, what can be done and how. They reveal many things about themselves, their feelings and the city of Detroit which was for better or for worse, was home. All of these youngsters are now in Michigan Boys Training School on charges ranging from homicide, larceny, armed robbery and school truancy. These youngsters provided some interesting insights into the whole question of juvenile delinquency.

Program 2 (Oct. 12, 1967) dealt with the developing subculture of the hippies. Mr. Smith went into a "hippie pad" south of Wayne State University and interviewed a group of young men who agreed to talk about the hippie creed as they lived it. Their dialogue reflected some of the problems expressed by the juvenile delinquents. Some valuable insights into the question of "dropping out" of society, their feelings about society, small communal type living and drugs were highlighted by their dialogue.

Program 3 (Oct. 19, 1967) involved poverty stricken citizens in the inner city of Detroit. They discussed problems of shelter, food, clothing and recreation. This show produced some very realistic observations from the poor about their plight, hopes and disappointments and needs.

Program 4 (Oct. 26, 1967) followed the same format and subject as the third program except the dialogue was centered around medical care

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and the relative effects of poverty on various ethnic groups, such as poor Negroes and southern whites.

Program 5 (Nov. 2, 1967) followed the same format as the third and fourth programs, but from the point of view of dialogue revealing feelings and attitudes about contemporary welfare systems.

Program 6 (Nov. 9, 1967) was the beginning of a historical perspective on the problems of the American Negro. This was done through the medium of a group of older Negro men who had resided in Detroit upwards of 40 years. They provided some observations on who the Negro left the South, what he was looking for and what he found. It provided good insight into Negro life and history in the big city.

Programs 7 & 8 (Nov. 16, 1967 & Nov. 23, 1967) continued the historical perspective in a more focused manner. Older men talked about Negro-police relationships, the riots, redlight districts and the Negro community.

Program 9 (Nov. 30, 1967) took a look at the experiences, problems and concerns of the leading Negro folk artist, Odetta. She provided insights into the problem of the Negro in establishing himself in the entertainment field.

Program 10 (Dec. 7, 1967) was a sequel to the Negro and field of entertainment presented Bássist, Leslie Grinage for another inside look at problems facing Negro performers. The general structure of the field was also covered.

pg. 4

Program 11 (Dec. 14, 1967) presented reactions and insights of Odetta, bassist Leslie Grinage and comedian Dick Gregory as they looked at the problems of the Negro in the general society.

Program 12 (Dec. 21, 1967) will close the segment on the Negro entertainer with a philosophical and programatic look at what must be done.

Program 13 (Dec. 28, 1967) entitled, The Negro Professional, takes a look at his political and social attitudes.

Program 14 (Jan. 4, 1968) Negro youth and the politics of black power. On the spot interviews with Black Nationalists, militants and other young Negroes from many walks of life.

The remaining programs will include interviews with teachers of teachers unions, campus activists and certain designated "extremist" groups. This will end the first part of the program. The second part will deal with what is being done, by whom, and how. We will interview those in charge of various programs and compare their reactions and claims against those for whom the service was intended. The series will conclude by looking at all of the data collected over the twenty or so weeks from the point of view of what must still be done. A team of experts from various fields of study will be involved in helping us try to establish some working principles which might lead the way toward greater utilization of human resources.

Seeds of Discontent

Synopsis of Last Thirteen Programs

Basically, programs number 14 through 19 deal with the larger generic topic relating to the problems and plight of American Negroes as seen through the eyes of various parts or segments of the Negro community which Mr. Smith describes as the largest single discontented force in American society today. The specific subject of each program is as follows:

Program 14 Continuation of interviews with professional Negroes and Negroes from the ranks of the middle class. Presents interviews with a leading Negro psychologist, Negro newspaper editor, and a Negro car slaesman. Comments and reflections reveal growing awareness, concern, and very pointed call for action on the part of the Negro middle class.

Program 15 Continuation of program 14 and concludes with some thoughts on future developments.

Program 16 Considers the American Negro and public education. This program reviews the role of education as a source of hope and frustration for Negroes. This sense of hope and frustration is considered against the backdrop of serious problems confronting present day school systems in large metropolitan areas. Presents interview with a Negro specialist in the field of program development in the Detroit school system.

Program 17 Continuation of program 16 with an in-depth exploration of organizational and program defects as it applies to the educational needs of Negro children. Presented interviews with two Negro specialists in program development which led to the conclusion that much thought is going to have to be given to a total restructuring of public education in America if America is to maintain a peaceful society.

Program 18 Concludes section of series on American Negro by looking at the future through the eyes of Negro children attending two predominanately black junior high schools bordering on the two largest housing projects in the city of Detroit.

Program 20 Takes a look at the growing discontent and rebellion of college students across the nation. Presented interviews with student activists from the campus of Wayne State University who had been in serious conflict with the "establishment." In-depth exploration of causation and what is needed.

Program 21 Continuation and conclusion of program 20.

Program 22 Takes a look at the growing sense of militancy and discontent of public school teachers. Exploration of causation by means of interviews with a selected group of discontented teachers from inner city schools in Detroit.

Program 23 Marks the beginning of programs dealing with the assessment of the attitudes and reactions of established agencies and

institutions as reflected by their programs to the unrest and discontent of the different discontented forces in urban society.

Examined the response and attitude and program of the United Community Services of Metropolitan Detroit, a confederation of one hundred health and welfare agencies with a budget in excess of \$20,000,000. Presented interviews with the managing director of U.C.S. and union representative of employees of U.C.S. affiliated agencies.

Program 24 Presented an assessment of the response, attitude and relevancy of Detroit's Poverty Program. Presented an interview with director of Detroit's Poverty Program.

Program 25 Assessment of response, attitude and action by Michigan State Legislature in the face of the growing crisis and the aftermath of the Detroit riots of 1967. Presented interview with Senator from large, predominately black district in Metropolitan Detroit. The Senator presented some rather candid observations regarding the attitude and behavior of his colleagues in the face of the growing crisis.

Program 26 The entire program deals with Mr. Smith's observations, analyses and conclusions regarding the nature and meaning of discontent in American society. what needs to be done and what has to be done. Mr. Smith looks over the brink and answers the question, What are the consequences for us all if there is no speed up is the solution of social problems facing us? He concludes with some pointed recommendations for future solutions.

PART B

HARVARD UNIVERSITY
DEPARTMENT OF SOCIAL RELATIONS

WILLIAM JAMES HALL 280
CAMBRIDGE, MASSACHUSETTS 02138

16 September 1968

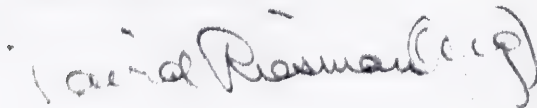
Professor Hartford Smith, Jr.
Department of Journalism
Wayne State University
Detroit 2, Michigan

Dear Professor Smith:

On the Boston University Student Radio station on the evening of September 5, I had the good fortune to hear the program with two students whose names I already knew, Chuck Larson and Art Johnson, and a black student whose name I did not catch--the program you moderated. Having occasionally read The South End and having had a long-standing interest in Wayne and also in Monteith College at Wayne, I would be grateful for a transcript if you have one available, of this program, which ran to two half-hour periods, as well as of other interviews with Wayne State students if you did any. As I am on leave for the academic year, could you send these materials, or any fragments of them, to me at the Center for Advanced Study in the Behavioral Sciences, 202 Junipero Serra Boulevard, Stanford, California 94305?

I will ask my secretary in Cambridge to sign and send this note on for me.

Yours sincerely,



David Riesman

DR:mg

~~XX~~ 10/22/68

Prof. Hartford Smith, Jr.
School of Social Work
Wayne State U.
Detroit, Mich.

Re: Radio tapes

Dear Prof. Smith:

Last summer I heard some radio tapes on ~~XXX~~ our state FM network that I think would be useful in one or two of my social work courses. Could you give me any information as to whether or not ~~X~~ they are available for rental? I believe the series was called "Seeds of Discontent."

Any information you could give would be appreciated. I thought the tapes were well done and interesting.

Sincerely,

A handwritten signature in dark ink, appearing to be 'E. E. LeMasters', written in a cursive style.

E. E. LeMasters
Professor

Quinter, Kansas
Sept. 30, 1968

Hartford Smith Jr.
Wayne State University
Detroit, Michigan

Dear Sir:

I heard you give a very interesting and enlightening talk Sept 26 over the National Educational Network. I did miss part of it & I surely would like to have a copy of it.

The big question new days is what is the matter with our youth. Your explanation was sound. I need a reprint to hand around to people who need an answer.

I'll send 10 cents to cover postage and if there is charge for copy, please let me know.



Very Respectfully
Mrs. Leonard Flora
Quinter, Kansas



African Cultural Center Incorporated

350 MASTEN AVENUE / 883-0028 / BUFFALO, N.Y. 14208
886-8959

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Founding Director

Mr. Edward C. Lawson
Technical Dept. Director
"The Center Corner"

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Orion Hood
Radio Station WDET-FM
School Center Building
Woodward and Putnam
Detroit, Michigan 48202

Dear Mr. Hood:

I have heard of the success of your radio series
entitled, Seeds of Discontent.

As a spokesman for the youth activities here at
the African Cultural Center, I have a deep interest
in the subject matter. And, as a personal friend of
Mr. Hartford Smith, I am aware of the intelligence
and understanding that are manifested in the discus-
sion.

I am writing to discover if I may obtain a duplicate
of this series. I know it will be an invaluable ad-
dition to our library here at the center.

If there are any charges for this service, please do
not hesitate to bill the center at the above address.

Thank you.

Yours, very truly

Wesley L. S. Coffey
Wesley L. S. Coffey
Director, Youth Activities



WAYNE STATE UNIVERSITY

SCHOOL OF MEDICINE

1400 CHRYSLER FREEWAY
DETROIT, MICHIGAN 48207

DEPARTMENT OF SURGERY

November 2, 1967

Mr. Orin D. Hood, Jr.
Division of Mass Communications/Radio
Wayne State University
5035 Woodward Avenue
Detroit, Michigan 48202

Dear Mr. Hood:

If possible, I would like to borrow a tape of the broadcast "Seeds of Discontent" (Thursday, October 26, 1967) on medical care of the indigent. I spoke to Dave Lewis, director of this programme, who felt that it was feasible that my request be filled. I am on the teaching faculty at Detroit General Hospital and would like to replay the tape for the interns and residents as a formal hospital programme. If there is any further information you should need, or applications to be filled, I shall comply as quickly as possible.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Thomas Grifka M.D.", written in a cursive style.

Thomas Grifka, M.D.
Assistant Professor of Surgery

TG:maz

WU



WAYNE STATE UNIVERSITY

SCHOOL OF MEDICINE

1400 CHRYSLER FREEWAY
DETROIT, MICHIGAN 48207

DEPARTMENT OF SURGERY

January 17, 1968

Mr. Daniel J. Logan
Administrative Assistant
Mass Communications
5035 Woodward
Detroit, Michigan 48202

Dear Mr. Logan:

The tape from the programme "Seeds of Discontent" was played to the residents of the Department of Surgery so that they would be made aware of the problems of the indigent patient as experienced by patients such as are seen at Detroit General Hospital. Thank you very much for the use of this tape.

Sincerely yours,

A handwritten signature in cursive script that reads "T. Grifka M.D./maz".

Thomas Grifka, M.D.
Assistant Professor of Surgery

TJG:maz



WAYNE STATE UNIVERSITY

DETROIT, MICHIGAN 48202

February 12, 1968

Mr. Earl Logan
1000 Woodward Avenue
Wayne State University
Detroit, Michigan

Dear Mr. Logan:

I want to thank you for the excellent tape from the "Seeds of Discontent" series produced by Dave Lewis and written by Hartford Smith,

My Juvenile Delinquency class was interested in and stimulated by the program.

Therefore, I have requested another of the tapes, on the Hippy.

I want to compliment you and your staff for what I consider a well done and very meaningful enterprise.

Sincerely,

Norman Goldner
Assistant Professor

NC/ex

cc: Dave Lewis, WDET
Hartford Smith, Jr.,
School of Social Work



WAYNE STATE UNIVERSITY

COLLEGE OF LIBERAL ARTS

DETROIT, MICHIGAN 48202

DEPARTMENT OF HISTORY

April 29, 1968

Mr. David Lewis
c/o WDET-FM
14th Floor, School Center Bldg.
Macabees Building
Detroit 2, Michigan

Dear Mr. Lewis:

May I express my deep appreciation to you for the tapes of "Seeds of Discontent." I used three tapes on the "Historical Perspective" for my Afro-American history class at the University of Detroit this spring semester. The reaction by the students was provocative and stimulating.

The oral history comments of the older black man were surprising to many of the younger black students. The fiction that many older blacks were simply "Toms" was quietly dispelled by these illuminating tapes.

Once again, Mr. Lewis, thank you for your assistance. Your radio programs are adding a new dimension to intergroup relations and Afro-American history.

Gratefully yours,

Charles C. Cotman

Charles C. Cotman
Lecturer, Afro-American
History
University of Detroit

CCC: Dr. D. Bergstra
Mr. Orin Hood
Mr. Daniel Logan
Mr. David Lewis



WAYNE STATE UNIVERSITY

DETROIT 2, MICHIGAN

April 30, 1968

Mr. David Lewis
WDET
Wayne State University
Detroit, Michigan

Dear Sirs:

In October, 1967 a taped program on juvenile delinquency, Seeds of Discontent Series, was presented by me to the following individuals in Washington, D.C.:

Mr. F. Winslow Turner
General Consul
United States Senate Committee on
Intergovernmental Relations


The Honorable Roger Wilkins
Director
Community Relations Service
U.S. Department of Justice

Mr. Sidney Woolner
Administrative Assistant to
Senator Philip A. Hart

Mr. Turner is also General Consul to Senator Edward M. Muskey (Democrat, Maine). I also reported to Senators George F. McGovern and Robert F. Kennedy regarding the highly significant contents of this program.

I was informed subsequently, by Mrs. Patricia Bario, Chief Public Relations Officer, U.S. Senate Committee on Monopoly and Anti-Trust under the direction of Senator Hart that the Senator was most impressed as was his staff with the contents of this tape.

Very truly yours,


Edward Lurie
Professor of History
Director, Centennial
Symposia

COUNCIL ON SOCIAL WORK EDUCATION
345 EAST 46TH STREET • NEW YORK, N.Y. 10017 • 212 OXFORD 7-0487

May 21, 1968

Mr. Hartford Smith, Junior
Assistant Professor of Social Work
School of Social Work
Wayne State University
Detroit, Michigan 48202

Dear Mr. Smith:

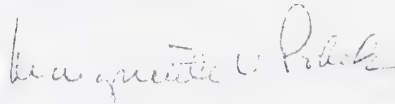
Through Frank Norwood, formerly of the NCSCT and now of JCET, I have learned of the very interesting series of radio tapes which you have prepared or are preparing for WDET-FM.

It sounds as if a number of these might be of great use in teaching at both the graduate and undergraduate levels and I am most eager to have as detailed information as possible about them. When will they be available? Through what source? How much will the series and also single tapes cost?

I should very much like to write these up for the next issue of Teaching News Notes.

My congratulations to you for what sounds like a most interesting project.

Sincerely yours,



Marguerite V. Pohek
Consultant on Faculty and Teaching

MVP:ms



UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO

DEPARTMENT OF
SOCIOLOGY & ANTHROPOLOGY

July 5, 1968.

Mr. Dave Lewis,
Radio Station WDET-FM,
5035 Woodward,
Detroit, Michigan 48202,
U.S.A.

Dear Mr. Lewis:

We would like to express our appreciation of your program, "Seeds of Discontent." It has been of great benefit to our students in Sociology.

I have used the tapes in both my introductory and social problems courses, and others in our department have made extensive use of them as well.

The tape on the "hippies" was also used in my course in social theory with great success. It provided my students with a realization that the current dissatisfaction among the young is not restricted to contemporary society but is similar to the ideas expressed by sociologists in the early 19th century.

I hope that you can continue with this series or one similar to it.

Sincerely,

Don R. Stewart.

DRS:m1



GEORGE ROMNEY, Governor

THOMAS ROUMELL, Director

STATE OF MICHIGAN

DEPARTMENT OF LABOR

MICHIGAN EMPLOYMENT SECURITY COMMISSION

July 14, 1968

COMMISSION:

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DIRECTOR:

MALCOLM R. LOVELL, JR.

Mr. Orin Hood, Manager
W.D.E.T.
Wayne State University

Dear Mr. Hood:

I have the six tapes in my possession which you loaned to us at the request of Hartford Smith. We approached Hartford Smith with the idea of prevailing upon him to assist us in our effort to provide internal staff training.

Our staff is engaged in seeking out and servicing persons who are "hard core", "disadvantaged", "poor", etc. Our objective is to find employment or training for persons who find themselves out of touch with the mainstream of today's labor market. Often, we also have to work with other agencies to help provide medical, housing, or other services which complicate the person's job seeking efforts.

Our staff is comprised of about 60 professional persons, Counselors and Interviewers, who are stationed in one of the ten outreach units in the tri-county Detroit Metropolitan area. Many of our Counselors are recent college graduates who lack experience and training in the undertaking in which society and the Employment Service has recently found itself.

We appreciate the use of the tapes, and if possible, would like to retain them until September, 1968. We presently lack adequate duplicating equipment to have them reproduced. Your assistance in this matter is much appreciated.

Sincerely yours,

Herbert R. Schefline,
Supervisor, Mobile Operations

HS:nb

cc. Mr. Hartford Smith



FOR QUALIFIED WORKERS CALL THE MICHIGAN STATE EMPLOYMENT SERVICE



National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Robert E. Underwood, Jr.
Network Manager

NETWORK OFFICE:
119 Gregory Hall
Urbana, Illinois 61803
Area 217-333-0580

January 29, 1968

Mr. Orin D. Hood
Broadcast Manager
Radio Station WDET-FM
Wayne State University
Detroit, Michigan 48202

Dear Mr. Hood:

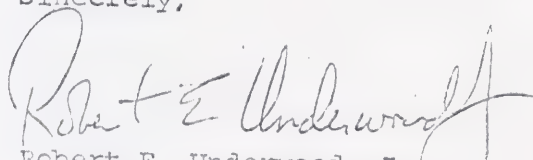
In response to your letter of January 18, a positive decision has been reached on the series, SEEDS OF DECISION, and we would like to schedule it to begin with the next network program offering.

The auditioning committee, while most responsive to the submission, nevertheless felt that some slight editing was necessary in the audition programs to remove such references as "...in December we will discuss...", "...we plan a series of thirteen programs...", and so forth. While there are references to "this evening" or "tonight" these are not critical: however, the other cited references (and others like them) should be removed prior to network use.

We would like to have an edited version of program #1 by no later than February 9; the remaining programs of the first thirteen (13) will be required in early March (no later than the 8th).

We look forward to offering this series.

Sincerely,


Robert E. Underwood, Jr.

reu:cc

OFFICES AT 59 EAST ARMORY, CHAMPAIGN, ILLINOIS

National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Robert E. Underwood, Jr.
Network Manager

NETWORK OFFICE:
119 Gregory Hall
Urbana, Illinois 61803
Area 217-333-0580

March 27, 1968

Mr. David Lewis
Radio Station WDET-FM
Wayne State University
Detroit, Michigan 48202

Dear Mr. Lewis:

With reference to your letter of March 18, we have received the remaining tapes forming the first set of SEEDS OF DISCONTENT programs. Enclosed is a listing of the stations receiving these first thirteen (13) programs.

We look forward to receipt of the tapes and information on the later programs.

Sincerely,


Robert E. Underwood, Jr.

Enc.

reu:cc

SEEDS OF DISCONTENT
Pgms # 1-15

AFFILIATED STATIONS OF THE NATIONAL EDUCATIONAL RADIO NETWORK BY STATE,
CITY, CALL LETTER, AND LICENSEE.

(3/1/68)

ALASKA

_____ College - KUAC (FM), University of Alaska

ARKANSAS

_____ College - KASC (FM), Arkansas State Teachers College

CALIFORNIA

✓ _____ Long Beach - KLON (FM), Long Beach Unified School District

✓ _____ Los Altos Hills - KFJC (FM), Foothill College

✓ _____ Northridge - KEDC-FM, San Fernando Valley State College

✓ _____ Pasadena - KPCS (FM), Pasadena City College

✓ _____ Sacramento - KERS (FM), Sacramento State College

✓ _____ San Bernardino - KVCR (FM), San Bernardino Valley College

_____ San Diego - KEBS (FM), San Diego State College

_____ San Jose - KSJS (FM), San Jose State College

✓ _____ San Mateo - KCSM-FM, College of San Mateo

_____ Torrance - KNHS-FM, Torrance Unified School District

COLORADO

✓ _____ Gunnison - Unassigned, Western State College

_____ Greeley - KCBL-FM, Colorado State College

✓ _____ Fort Collins - KCSU-FM, Colorado State University

DISTRICT OF COLUMBIA

_____ Washington - WAMU-FM, The American University

FLORIDA

_____ Miami - WTHS (FM), Board of Education of Dade County

✓ _____ Tallahassee - WFSU-FM, Florida State University

☒ Tampa - WUSF (FM), University of South Florida

☐ Winter Park - WPRK (FM), Rollins College

GEORGIA

☐ Atlanta - WABE (FM), Atlanta Board of Education

ILLINOIS

☒ Carbondale - WSIU (FM), Southern Illinois University

☐ Chicago - WBEZ (FM), Chicago Board of Education

☒ DeKalb - WNIC (FM), Northern Illinois University

☒ Elgin - WEPS (FM), Elgin Public Schools

☐ Flossmoor - WHFH (FM), Homewood-Flossmoor High School

☐ Normal - WGLT (FM), Illinois State University

☒ Park Ridge - WMTH (FM), Maine Township High School Dist. #207

☒ Rock Island - WVIK-FM, Augustana College

☒ Urbana - WILL (AM), University of Illinois

Urbana - WILL (FM), University of Illinois

☐ Wheaton - WETN (FM), Wheaton College

☐ Winnetka - WNTH (FM), New Trier Township High School

INDIANA

☒ Bloomington - WFIU (FM), Indiana University

☐ Evansville - WPSR (FM), Evansville-Vanderburgh School Corporation

☒ Gary - WGVE (FM), School City of Gary

☐ Huntington - WVSH (FM), School City of Huntington

☐ Indianapolis - WBDG (FM), Metropolitan School District

☐ Indianapolis - WIAN (FM), Indianapolis Public Schools

☒ Lafayette - WBAA (AM), Purdue University

☐ Muncie - WBST (FM), Ball State Teachers College

- _____ Muncie - WWHI (FM), Wilson Jr. High School
- _____ New Albany - WNAS (FM), Schools City of New Albany
- ✓ _____ Notre Dame - WSND-FM, University of Notre Dame
- ✓ _____ South Bend - WETL (FM), South Bend Community School Corporation
- ✓ _____ Terre Haute - WISU (FM), Indiana State University
- _____ Valparaiso - WVUR-FM, Valparaiso University
- ✓ _____ Richmond - WECI-FM, Earlham College

IOWA

- ✓ _____ Ames, WOI-FM, Iowa State University
- _____ Des Moines - KDPS-FM, Des Moines Public Schools
- _____ Iowa City - WSUI (AM), State University of Iowa
- _____ Iowa City - KSUI (FM), State University of Iowa

KANSAS

- ✓ _____ Lawrence - KFKU (AM), University of Kansas
- _____ Lawrence - KANU (FM), University of Kansas
- ✓ _____ Manhattan - KSAC (AM), Kansas State University
- _____ Manhattan - KSAC-FM, Kansas State University

KENTUCKY

- ✓ _____ Lexington - WBKY (FM), University of Kentucky
- _____ Louisville - WFPK (FM), Louisville Free Public Library ✓
- _____ Louisville - WFPL (FM), Louisville Free Public Library
- _____ Morehead - WMKY-FM, Morehead State University
- _____ Somerset - WSCC (FM), Somerset Community College

MAINE

- _____ Orono - WMEB-FM, University of Maine

MASSACHUSETTS

- ☐ Amherst - WFCR (FM), Four College Radio
- ☒ Boston - WBUR (FM), Boston University
- ☐ Winchester - WHSR-FM, Winchester Sr. High School

MICHIGAN

- ☐ Adrian - WVAC-FM, Adrian College
- ☐ Ann Arbor - WUOM (FM), University of Michigan
- ☐ Detroit - WDET-FM, Wayne State University
- ☒ Detroit - WDTR (FM), Detroit Board of Education
- ☒ East Lansing - WKAR (AM), Michigan State University
- ☐ East Lansing - WKAR-FM, Michigan State University
- ☒ Flint - WFBE (FM), Flint Board of Education
- ☐ Grand Rapids - WVGR (FM), University of Michigan
- ☒ Highland Park - WHPR (FM), School District of Highland Park City
- ☐ Houghton - WMTU-FM, Michigan Technological University
- ☐ Interlochen - WIAA (FM), National Music Camp
- ☐ Kalamazoo - WMUK (FM), Western Michigan University
- ☐ Marquette - WNMR (FM), Northern Michigan University
- ☐ Mount Pleasant - WCMU-FM, Central Michigan University
- ☒ Warren - WPHS (FM), Warren Consolidated Schools
- ☒ Ypsilanti - WEMU-FM, Eastern Michigan University

MINNESOTA

- ☐ Collegeville - KSJR-FM, St. John's University
- ☒ Duluth - KUMD-FM, University of Minnesota, Duluth Branch
- ☒ Mankato - KMSU (FM), Mankato State College

☒ Minneapolis - KUOM (AM), University of Minnesota

☒ Northfield - WCAL (FM), St. Olaf College

☒ St. Cloud - KVSC-FM, St. Cloud State College

MISSOURI

☒ Kansas City - KCUR-FM, University of Missouri at Kansas City

Point Lookout - KSOZ (FM), School of the Ozarks

St. Louis - KSLH (FM), St. Louis Board of Education ✓

MONTANA

☒ Bozeman, KGLT (FM), Montana State University

Missoula - KUFM (FM), University of Montana

NEVADA

Reno - KUNR-FM, University of Nevada

NEW JERSEY

☒ Newark - WBGO (FM), Newark Board of Education

NEW MEXICO

Albuquerque - KANW (FM), Albuquerque Board of Education

NEW YORK

Albany - WAMC (FM), Albany Medical College of Union University

☒ Buffalo - WBFO (FM), State University of New York at Buffalo

Canton - WSLU (FM), St. Lawrence University

☒ Elmira - WECW (FM), Elmira College

Hempstead - WVHC (FM), Hofstra University

New York - WNYE (FM), New York Board of Education ✓

☒ New York - WRVR (FM), The Riverside Church

Syracuse - WAER (FM), Syracuse University

NORTH CAROLINA

- _____ Greensboro - WUAG (FM), University of N. Carolina at Greensboro
- ✓ _____ Winston-Salem - WFDD-FM, Wake Forest College

NORTH DAKOTA

- ✓ _____ Fargo - KDSU (FM), North Dakota State University
- ✓ _____ Grand Forks - KFJM (AM), University of North Dakota

OHIO

- _____ Akron - WAPS (FM), Akron Public Schools
- _____ Akron - WAUP (FM), University of Akron
- ✓ _____ Athens - WOUB (AM), The Ohio University
- _____ Athens - WOUB-FM, The Ohio University
- _____ Bowling Green - WBGU (FM), Bowling Green University
- _____ Cincinnati - WGUC (FM), University of Cincinnati ✓
- ✓ _____ Cleveland - WBOE (FM), Cleveland Board of Education
- _____ Cleveland - WRUW-FM, Case Western Reserve University
- _____ Columbus - WCBE (FM), School District of Columbus
- ✓ _____ Columbus - WOSU (AM), The Ohio State University
- _____ Columbus - WOSU-FM, The Ohio State University
- ✓ _____ Kent - WKSU-FM, Kent State University
- ✓ _____ Oxford - WMUB (FM), Miami University
- _____ Struthers - WKTL (FM), Board of Education, Struthers School Dist.
- _____ Wilberforce - WCSU-FM, Central State University
- ✓ _____ Yellow Springs - WYSO (FM), Antioch College

OKLAHOMA

- _____ Tulsa - KWGS (FM), University of Tulsa

OREGON

- ☒ Corvallis - KOAC (AM), State Board of Higher Education
- ☐ Eugene - KLCC (FM), Lane Community College
- ☐ Eugene - KRVM (FM), Eugene Public Schools
- ☐ Eugene - KWAX (FM), University of Oregon
- ☐ Portland - KBPS (AM), Portland Public Schools
- ☐ Portland - KOAP-FM, State Board of Higher Education

PENNSYLVANIA

- ☐ Lewisburg - WVBW-FM, Bucknell University
- ☒ Pittsburgh - WDUQ (FM), Duquesne University

RHODE ISLAND

- ☒ Providence - WDOM-FM, Providence College

SOUTH DAKOTA

- ☒ Brookings - KESD (FM), South Dakota State University
- ☒ Vermillion - KUSD (AM), University of South Dakota

TENNESSEE

- ☐ Henderson - WFHC-FM, Freed-Herdeman College
- ☐ Knoxville - WUOT (FM), University of Tennessee
- ☒ Nashville - WPLN (FM), Nashville Public Library

TEXAS

- ☒ Austin - KUT-FM, University of Texas
- ☒ Waco - KWBU-FM, Baylor University

UTAH

- ☐ Provo - KBYU-FM, Brigham Young University
- ☒ Salt Lake City - KUER (FM), University of Utah

VERMONT

_____ Burlington - WRUV (FM), University of Vermont

_____ Middlebury - WRMC-FM, Middlebury College

VIRGINIA

✓ _____ Williamsburg - WCWM (FM), College of William & Mary

WASHINGTON

✓ _____ Ellensburg - KCWS-FM, Central Washington State College

✓ _____ Pullman - KWSC (AM), Washington State University

✓ _____ Seattle - KUOW (FM), University of Washington

_____ Tacoma - KCPS-FM, Clover Park School District 400

✓ _____ Tacoma - KPLU-FM, Pacific Lutheran University

WISCONSIN

_____ Milwaukee - WUWM (FM), University of Wisconsin, Milwaukee

✓ _____ Oshkosh - WRST-FM, Wisconsin State University, Oshkosh

_____ Stevens Point - WSUS-FM, Wisconsin State U., Stevens Point

✓ _____ Superior - WSSU (FM), Wisconsin State University, Superior

_____ Whitewater - WSUW (FM), Wisconsin State University, Whitewater

✓ _____ Wisconsin State Radio Council

Auburndale - WLBL (FM)

Brule - WHSA (FM)

Chilton - WHKW (FM)

Colfax - WHWC (FM)

Delafield - WHAD (FM)

Highland - WHHI (FM)

Holmen - WHLA (FM)

Madison - WHA (AM)

Madison - WHA-FM

Marinette - WHMD (FM)

Wausau - WHRM (FM)

WYOMING

_____ Laramie - KUWR-FM, University of Wyoming

PART C

The Seeds of Discontent

"It seemed to me that I was just lost out there—you know, lost in America." A poetic reply by a Detroit delinquent to, "How did you feel out there in your neighborhood?"

But he is only one of the many troubled voices who are at last being heard over WDET-FM radio on "The Seeds of Discontent," a program conceived by Mr. Dave Lewis and Mr. Hartford Smith Jr. It is being aired every Thursday evening at 7:30.

More is being broadcast than a voice-filled tape—a feast of feeling is presented which Mr. Lewis terms as "vital, alive, and now."

The weekly program deals with the current wave of discontent in urban areas. Mr. Smith, who is the Superintendent of Intake and Screening at the Detroit Juvenile Home, moves in to the areas of troubled peoples, the delinquents, the hillbillies, the hippies, the migrant Mexicans, and so on, with microphone in hand and very simply asks, "How are things here?"

Through analysis of the frank comments which Mr. Smith records, the separate forces of discontent can be perceived. Within the groups,

Mr. Lewis pointed out, there seems to be a "parallel of feeling," and the program tries to reveal this unity of discontent.

"Someone is listening to the people. Someone is giving them the dignity of respecting their opinions. Someone has decided to ask the people what they need instead of telling them."

However, all of this comprises only Part I of "The Seeds of Discontent," the aim of which is to identify the stress forces and seek their causation.

Part II of the program plans to highlight what is and what is not being done at present to help nullify the "seeds." Studies of agencies will be undertaken to discover exactly what

they do, how they do it, and what effect, if any, they have.

In conclusion, Part III of the series will be devoted to the pulling together of opinions and proposals of the trained observer (the economists and the political scientists) as well as those of the ordinary observer and participant. The historical roots of the problems will also be considered.

The validity of "The Seeds of Discontent" lies in the "empathetic rather than argumentative" attitude which the program relates to the people it interviews, as well as to the audience.

Someone is listening to the people. Someone is giving them the dignity of respecting their opinions. Someone has decided to ask the people what they need instead of telling them.

In spite of all the sadness and bitterness and trouble which is unwound over the air on Thursdays, one other delinquent boy during the first program spoke more poetic truths and said, "There's a lot to live for."

As long as he doesn't lose hope (Hope is the equivalent of resignation.—Camus) the rest of us could at least look at the seeds we have sown by the wayside.

THE SOUTH END

Friday, May 10, 1969

By HARTFORD SMITH

People's table set on 12000 at the South End Community Center, a series of 20 programs which closely examined the different social and economic conditions. Among the topics studied were the role of the "hippies," students, and the urban poor. The programs were held in the South End Community Center, a building that has been the center of the South End community for many years. The programs were held in the South End Community Center, a building that has been the center of the South End community for many years.

Tonight marks the close of this series of programs entitled Seeds of Discontent. During these 20 weeks we have attempted to provide some educational insights, reflections and commentary on the causes of discontent which have mushroomed to the surface in large American cities. Juvenile delinquency, hippies, the problems of the poor, the plight of the American Negro, student radicals and the discontent of teachers have been viewed from a distance by the dialogue from week to week.

The mood and message of various groups and classes differs from many different backgrounds are very much alike in some respects, in others obviously very different. Our intent on this program has not been to give a firm, cutting research analysis of their differences, rather it has been to present a fleeting glimpse of common elements and features of the whole situation put together.

This glimpse of the totality is most important because at a given point in time there is a real question as to how much discontent and disenchantment any society can withstand before it disintegrates or is forced to evolve into something that is more natural or unnatural for the future development of human beings.

By using this approach, the whole question of discontent becomes less relevant to the problem of discontent. It might be argued that this is a very old question, but the fact is that the whole question of discontent is a very old question. It might be argued that this is a very old question, but the fact is that the whole question of discontent is a very old question.

middle and upper middle classes, while the hippies are angry and drop out because they are running from the middle and upper middle classes.

On the surface at least, this would appear to be such a difference as to require a separate treatment of each group. However, the fact of the matter is that both are discontented, both are drop outs and both have a bone to pick with the middle and upper middle classes who develop and perpetuate the institutions that all of us in one way or another must respond to as best we can.

What is most important is that together they are asking for a change, they are saying we have had enough, we will not take anymore, the line must be drawn here . . . and so it is with the American Negro, teachers and student activists.

Another reason for this wholistic approach is the feeling that the discontent of one group has on another. For example, a major gripe of the hippies is the racism, narrow-mindedness and hatred that they see first hand while growing up, while one of the chief gripe of delinquents is the attitude of the police and the adult community toward the adolescent world. The Negro and student activist witness and react to the same thing.

When a teacher faces a crowded class room with little equipment and witnesses the reaction of the pupils towards providing the services necessary to do something about preparing people to live with people, her level of resentment and discontent rises. What has happened to teachers, delinquents, hippies, and the poor has been happening to the American Negro's for centuries. This then rubs and feeds into their level of discontent.

The final and most important reason for this wholistic approach from week to week relates to the fact that we believe that the root, the essence of the many problems revealed such as alienation, meaninglessness, existence, economic deprivation and unemployment, racism, large population shifts and

social upheaval, impersonality and indifference and injustice stem from the backwash of a civilization bent on material progress and expansion without due reference to the human factors involved.

As a result the many discontented voices that you have heard and that we have talked about during the series were denied some of the very basics that all human organisms strive for and must obtain if they are to survive and find social meaning. These basics are acceptance, dignity, respect, security, shelter and food. As men become more aware of these deficiencies on the part of themselves or others in similar positions in relation to the world of plenty around them, the fervor for something better will increase. The fervor of such countries for nationhood and independence and the discontent widespread in cities throughout America are but flip sides of a forever spinning coin.

With the many pressures built up by the discontented groups throughout American society a revolution must take place. The only question remaining is whether it will come about by peaceful or non-peaceful methods. The record of mankind on the international level would suggest that it can only come about by non-peaceful means. The riots and rebellions of recent years and the violent bloodstained history of this country would appear to support that premise also.

We believe, however, that America with its vast amount of resources does not have to follow a violent course unless we are negligent or give up

"If the North is ever to come to grips with the problems of the cities, the conditions in the South that led to continual flow of exiled citizens must be removed."

News Analysis

the struggle. Indeed, if we look back a short 10 years we can see a peaceful process of revolution gradually taking shape. The question is are we moving fast enough and can we move any faster? On the basis of what we have seen and heard we must conclude that we are not moving fast enough.

And the Vietnamese crisis is settled in a doubtful that we can move at a faster pace. As long as the Vietnam problem remains unresolved we will remain divided and our progress delayed. It is nearly impossible to work on the many essentially broken problems of human progress in a state of complete that has led to a hostile and aggressive response.

It is a well documented fact of history that during times of war, especially unpopular wars, children of a given age group tend toward greater expressions of nationalistic behavior. It is also documented that during their formative and conflictive periods. Witness for example the treatment of Japanese-Americans in the days of the first world war, the second World War and the general level of widespread abuse and discrimination witness the treatment of German Jews as Germany fought her war against the world. We must therefore repeat again that a settlement in Vietnam is the first prerequisite of a peaceful, less violent change in America.

Aside from the Vietnam settlement, what are other steps that must be taken if America is to follow a less violent course of development toward a more sane, peaceful, meaningful and creative

environment for all citizens? As a starting point, men of all ages, faiths and races must accept the recommendations and message of The Newswatch Magazine report of November 20, 1967 and of the Kerner Commission Report of March 1968.

All levels of government and private organizations must be pressed toward immediate action on recommendations expressed by both reports. Anything less could be catastrophic; the days of compromise are over -- human rights, human dignity and justice are never subject to compromise. The voices heard on this program during the past months are word for word, so strikingly similar to the named reports as to make one wonder whether or not we have been interviewing the very same individuals and groups. In an attitudinal and conviction sense, we have.

The second prerequisite relates to the problem of racial unrest, housing, welfare, jobs and employment. With the onset of violent turmoil in northern, mid-western and western regions of the country there has been a tendency to overlook the role of the south in creating the conditions of life in large American cities. The problems of race, housing, welfare and jobs in urban centers will never be solved until there is created a greater sense of justice under law in the south.

A large part of the migration rate which has dumped and stacked people on top of people and problems on top of problems in urban centers, is directly related to the brutal and inhuman treatment of citizens kept in bondage for centuries. This is especially true in regard to the South's treatment of the American Negro.

In his case it has been particularly tragic because it leads to a second uprooting and destruction of his cultural history and heritage after being uprooted and brought to America in chains and slavery and being separated from his family and other primary groups, the South forced him to pick up and leave again to another strange, alien land where the skills and customs were very different. The results are that many are in a perpetual state of crisis.

The Negro and the North has paid its price for this exile in terms of suffering, further degradation, poor housing, unemployment and intergroup tension, hostility and conflict. If a man at least has a homeland the world is familiar and he can invest in the dream of someday returning. The history of the South has not allowed this familiarity.

Urban areas of northern states have for the better part of this century reeled under the overwhelming weight of the problems generated by the millions of exiles from the South. There was little time to plan an environment to deal with the many resulting problems of peace, health, education, welfare and recreation. Those who could have planned better were too busy with other things-- such as taking care of corporate affairs and profits.

As time passed on, fear, distrust, resentment and frustration (the seeds of another form of bigotry and hate) started to take form. It then became more expedient to deal with the problems by denial, stereotypes, slogans or by moving a safe distance from the manner of our creation. In the meantime millions of other fleeing citizens moved in on top of others. After years of bondage many were ill equipped to survive and acquire a better life in the rugged urban terrain. Resent, anger, frustration and fear became more widespread on the part of all.

Taken programs of health, welfare and housing were developed but the tide of problems were not stemmed. Each year the need became greater. More and more was put in welfare and other problem areas but with very little success and additional frustrations. Pressures and resentment were set in motion . . . and the process continues.

If the north is ever to come to grips with the problems of the cities, the conditions in the south that led to continual flow of exiled citizens must be removed. This will, however, require massive federal intervention and economic sanction if necessary in order to bring about the cessation of hostilities and brutalization of Negro Americans.

Seeds of Discontent— An Epilogue

Along with the must as a massive, counter program of economic development in the area of industry, housing, and jobs in the South.

There are many undeveloped areas in the South where low cost public housing and low interest loans for the development of decent private housing could be undertaken. There are tremendous areas of natural beauty where parks and reserves for all citizens could be developed by public work programs. There is a great need for the development of hospitals and schools. There is also a trend now on the part of private industry to build in the South. With incentives from the Federal government more would undoubtedly move in that direction.

There is also a great need for large numbers of national screening and information centers staffed by people of all races and persons of specially trained backgrounds to assist them in getting the real information about the job market, the cost of living and other problems in urban areas in order to help them that citizens have to make the most of the skill frontier is dead when we have a trained and planned stabilization of the population from South to North must be immediate, and it must be done to help their people from urban areas to move to rural areas in order to help them to get the most of the land and labor.

This is not to say that northern cities can cop out and merely point the finger at the south. On the contrary, the north must point the way and act as a model for the South to follow. Unless the north, by demonstration and leadership points the way the south will be provided additional justification for trying to hang on to the old styles that have intensified the problems in the first place.

Once a stabilization of the population has been achieved then perhaps both north and south can get down to the business of doing something about the problems that each of us witness every day of our lives throughout the country. We know what needs to be done and there is adequate knowledge to do it, if we can free our minds and energies to do the task.

If such a course of action is undertaken in the south and the north digs its way from underneath the mountains of problems, there would still be a large number of citizens and their offspring who have been so restricted and damaged by history that a significant increase in their economic lot would not be possible. We must, therefore, be prepared to develop a system of annual income for some citizens.

A third prerequisite for a solution of the problems presented by discontented forces in American life relates to the need for a reexamination of the problems of adolescents. Adolescents, such as juvenile delinquents, hippies and some student activists must live in the most contradictory of all worlds. They are given very little decision making powers about the actions that determine their fate. To a certain extent their position is symptomatic of a condition that is rapidly enveloping modern man: that is a feeling of being trapped.

The sociologist C. Wright Mills describes this condition quite well in the opening chapter of his book entitled, *The Sociological Imagination*. "Nowadays, men often feel that their private lives are a series of traps. When men are trapped like this, they can do separate things. Things done in desperation can be quite ugly. The delinquents are youth who follow a desperate course

because they see no way out. As one boy put it, 'might as well die now in the streets or later.' As a consequence, many do die very young in the streets. This alone is a great tragedy to say nothing about others hurt by them, the wasted talent, untold amounts of property damage, and the millions of dollars spent on large institutional programs which does little in the way of prevention or rehabilitation.

The hippies are also youth who pursue a desperate course in search of meaning and a greater level of participation. Beyond the drugs, the flowery dress, and the love theme, is a feeling of being trapped. Their reaction to this sense of being trapped involves a lot of suffering, unreached futures, and even psychotic breaks.

And the student activist is another youth trapped by the impersonality of today's world. He is subject to the draft and yet not allowed to vote. He, too often, has been dealt with dishonestly by the adult models who still make decisions about his life as if he were a child. As things stand now, many brilliant minds may follow nihilistic, empty, suicidal courses when the country is badly in need of intelligent, sensitive leadership.

These three mentioned groups of youth must be dealt with if there is to be a peaceful, sane society. In the case of the delinquent, immediate steps must be taken to treat and recognize problems at an earlier age. There must be a greater trend toward working with them in smaller more natural groups.

There must be a movement away from the building of large institutions. There must be a greater emphasis on preventative work at the block and neighborhood level. This will require utilizing, involving and training those in the immediate neighborhood, those who walk the same streets and understand the life style in developing programs and services.

There is a whole untapped area of manpower including the rehabilitated delinquent who can be used quite constructively in a total attack on the problem. This does not require a psychiatrist or highly trained clinician for every group. Very few

delinquents are disturbed to the point of needing psychiatric care. On the ordinary level are normal human beings reacting to abnormal, crowded, and/or overwhelming forces and situations.

In terms of the hippies, the dissonance created in the suburban environment must be reexamined. The protective shield erected around children that does not allow for differences, creative search, and experiences with people of varied backgrounds will have to go. Many youngsters become hippies as a result of this state existence.

The student activist must be given real and greater power in terms of determining the rules and regulations and content of academic study etc.

For all three groups there must be a reexamination and movement toward leveling the playing field, the age requirement for jobs and positions and involvement in all areas of government and private life where policies for better or worse are made.

The record of the adult world in deciding social policies at this point in history leaves much to be desired. Even though we cannot swallow our pride and take a back seat we can at least share the power. It is this for life too. If we do not share the power, the history of Europe with its many violent uprisings is too part of the young may soon be with us.

The fourth prerequisite involves the social and educational training of the very young. This too will require massive intervention on the part of the Federal Government. Local and State levels have been unable to provide the funding, leadership and direction in this area. If future generations are to rise above the mistakes of history there must be an early exposure of children to many different people.

If the concept of man as man is to come about it will not come about by separate, racially divided districts with the best resources located in suburbia while kids less fortunate are stuck in suburban run-down buildings in the central city. These conditions can only lead to greater division and a perpetuation of hostilities that has led to fear and an alarming volume of purchases of fire arms across the country.

The final prerequisite involves a total reorganization of police departments. A large number of citizens both black and white have lost confidence in various police departments. The only way that the situation can be rectified is by making police departments representative of the community that it must serve. Training, recruiting and salaries for a new police force must be set. Leaders are also necessary if our children are to be restored.

There must also be a movement toward assigning police officers to neighborhoods on the basis of their racial view of the problems of people living there. The community needs to get to know the policeman and the policeman the community. Only out of this kind of arrangement will the police and the community get to know each other in a more trusting fashion. If there are not improvements in police-community relations very soon, greater civil disturbances may be triggered on such a scale as to make a peaceful society a far away dream. Under such conditions all of the knowledge that we have about solving today's pressing problems will be a moot point.

In looking back over the past 26 weeks and the political actions that we have derived, we are convinced that as America as a nation, cannot afford to go on living today in the days of the comfortable shades and stereotypes. This life of discontent and distrust can only be reversed at the expense of the peace of all. Anything that goes backward and away from the 1st child like steps of the civil rights act of 1964 and other social measures such as the poverty program would make life totally unacceptable to large numbers of people. When life becomes unacceptable to large numbers of people, many will rebel to the point of chaos.

It is hoped that we can move forward fast enough with men like Eastland sitting on the Senate Judiciary Commission or men like Stennis, McClellan, Mills and Ford sitting on powerful committees in the bodies that must provide the necessary policies and resources. Has the American mind and feeling for his fellow man matured to the point where his aggressive, dominating impulses can be kept in check?

Have we matured to the point where relentless pressures will be put on the government to a point where observations, who by their attitude and power have come to which as anyone toward the creation of the present level of discontent, will be rooted out? One thing is certain if we do not move forward, the days of riots are over and already the stage and lines of battle will be drawn for civil and guerrilla warfare or police riot.

PART III
"THE PROMISED LAND"

- . A Prospectus for thirteen, one-half hour documentaries.

The current upheaval, tension and conflict in the city of Detroit is a microcosm of problems experienced in other cities and must be seen against the backdrop of personal hope, ideals, and strivings, and within the context of our great experiment in democracy in Western Civilization. In order to understand both our promise and our conflict, one must go back to certain basic considerations of man and his needs in the civilized society.

In looking at societies historically, whether we look at the ancient civilization of the Incas, the pomp of medieval Europe, or the fame of Rome, basic universal considerations, or "needs", can be isolated: 1. Food, 2. Shelter, 3. Security of the Family, 4. Clothing and Medical Care, 5. In more recent evolutions of civilizations, Methods of Education.

When these basics are not met, the results equal social problems; or, simply stated, mankind is presented with tremendous problems of living, of belonging, of surviving. If conditions reach a certain

point of disequilibrium or imbalance, society can be destroyed by the conditions of rebellion, of discontent, of anomie or withdrawal; in short, by its own internal combustion.

The entire series of programs described below is based on the current crisis in American society. Although much has been written and said about certain basic needs of man, such as housing, shelter, food, clothing, education, the family, medicine, dignity and respect, safety and security, little has been presented in a dramatic, educational form which will present both the reality of the problem in a personal, eye-witness account, and the social, historical perspective that provides lucid summations and insights into the situations that often go unnoticed. At this juncture in our nation's history we can ill afford to remain insensitive to these simple but very crucial insights into the basic needs of man. Until we develop our social perspectives to the point where these problems can be recognized, solutions proposed, and the will to follow through on proposals generated, the present level of social unrest widespread in American cities will continue, and the fear of change itself will continue to grow.

By starting with certain basic premises, on which we can all agree, the attitudes and feelings of those involved in the crises today can be documented in such a way as to take us far beyond mere platitudes and charitable considerations. We can capture the environment in a manner that makes it alive and now, and thus capable of being experienced on a personal level. By this process we can explore the depths of the social fabric in our society and the social conditions and problems that surround the fulfillment of these basic human needs. This is crucial. Any reading of history will indicate that these basic needs are common denominators in all civilizations, and it is upon the fulfillment of these needs for its peoples that great civilizations live or die.

If basic human needs are to be fulfilled, these needs must be seen by all of us who are in a position to aid in the fulfillment. But further, realities and needs must be accurately and completely stated with a sense of what they mean, not merely thrown out by the media as pieces of data to be filed with the overwhelming barrage of facts, ideas, and information that each of us labor under day-by-day.

It is obvious that the most pressing needs are in those areas relative to minorities, but that does not mean merely focusing on the inner city and the problems of the Negro, the Mexican-American or the poverty stricken white. It also means turning the lens outward toward the suburbs and the more affluent member of society, focussing on his ideas, attitudes and feelings. It means looking at institutions and organizations and the people in them and asking relevant questions and getting adequate answers. It means looking at ourselves in the accurate mirror of human fact and not through the distortions of misconception, superstition, fear or rumor.

It is within this basic philosophical framework that the following programs are anchored.

PROGRAM VIII - - THE AMERICAN FAMILY REVISITED

This program will take a look at the role of the family as it has historically evolved and as it has been presented in literature and documents. A look at the family as it exists at various social levels today will then be presented. We will analyze the values that society places on the family, as well as some of the problems created by social conditions and rapid changes in our society. Increased divorce rate, changing social/sexual mores and roles and related problems will be explored.

"DOT...
+ THE
FETTER
BLACK"

PROGRAM XI - - " ACID, WEED AND VISIONS OF A NEW WORLD "

This program will focus on bringing to the screen a personal, sensitive account of the problem of drugs in the 20th century. An attempt will be made to ascertain the meaning of the use of drugs within the contemporary American culture and also to look at it from a cross-cultural perspective. We will attempt to probe behind the moral and legal considerations and look at the meaning of the basic causes behind the use of drugs. An examination will be made regarding Educational and Clinical programs designed to educate, rehabilitate and cure.

PROGRAM XII - - " WHAT'S HAPPENING "

This program will begin by involving young people from the inner city in the actual production. After being provided with simple movie cameras, training in operation and mature guidance, they will be given relatively free reign to photograph what they consider important in their lives. They will keep the camera for one or two days, until they run out of the allotted film, photographing their lives at home, their friends and their activities. The youngsters will provide materials that they feel express or provide an answer to the question of what is important in their lives - - what's happening !

This program technique has been employed in various major cities across the country with outstanding success. The results include
greater self esteem, improved awareness of specific conditions and facts of life, and a greater ability in organizing perceptions and information. The finished program has a wide range of uses in community meetings and projects. Some cities have set up block-club film festivals where films made by community " film-makers " are shown. This can provide a valuable pivot for community consciousness and awareness. It becomes another avenue of expression and communication in the current vacuum.

PART IV

SUMMARY

Seeds of Discontent has demonstrated the validity and effectiveness of its approach and technique in the field of radio broadcasting, as has been attested to by the various political figures, professional people, public agencies, educators and others whose endorsements and comments have been presented above.

It should be realized that the success of presenting inner city problems relating to the Negro community in the radio series was a result of having a black writer and narrator who could first get to the material and present it with cogent comments which gave representation to the black man's perspective in the larger framework of thoughts and ideals in contemporary American society. Thus the radio series did not become a one-sided axe grinding situation but rather a part of the drama of the total expanding American experiment and consciousness.

We will follow the same technique and format in motion picture production. It is felt that with such an approach the resulting productions must be destined for television (commercial and/or

educational) and should be used by civic clubs, organizations, public libraries, public agencies, classrooms and universities. All indications are that needs for films of this type for educational purposes will continue to expand. A recent film on juvenile delinquency called "The Dangerous Years," released by the Modern Picture Taking Service, is booked solidly until June of 1969. This is not an abnormal situation, but rather a symptom of an increasing demand on the part of the public both locally and nationally for more meaningful public information.

In summary, then, we again emphasize and stress the following:

1. To fill the void and gaps created by the mass media and the rapid social and technological change, enormous steps in providing public information must be taken quickly.
2. Seeds of Discontent has demonstrated its ability via radio to take those steps into the centers of most relevant information, and its ability to organize that information and present it in a balanced view.

3. Its ability to do this comes from the following factors:

- A. An experienced and dedicated staff close to the grass roots sources of information.
- B. A close personal relationship with organizations and individuals at all levels of society.
- C. An inter-racial staff able to compare and evaluate their individual viewpoints on any material approached.
- D. An inter-racial staff that has the flexibility to elicit cooperative responses from many different areas of the social fabric, including the openly hostile areas of militant individuals and organizations.

4. Seeds of Discontent is unique in that it takes a wholistic view as it approaches the specific subjects of social protest and change. This view renders a clearer perspective on how we are influenced by all the

dynamics operating within our society today,
and the challenge that we as citizens in a
democratic society must face in order to
make "The Promised Land" a greater reality
for all of us.

PART V

Budget Breakdown

24 Min. Program

Raw Materials and Processing Film stock, processing, special effects, titles, other laboratory charges	\$ 8,200.00
Depreciation of Equipment and Rentals	\$ 800.00
Talent:	
Producer	
Director	
Cameraman	
Sound Recordist	
Editor	
Writer-Narrator	
Assistants	\$ 14,200.00
Sound Materials:	
Transfers, track mixing, music and related costs	\$ 4,000.00
Production Expenses, including Transportation of crew and Equipment	\$ 5,000.00
	<hr/>
TOTAL	\$ 32,200.00

(CONTINUATION - Budget Outline)

Covering fixed costs for each 24 minute production with a production period of not more than five weeks.

Production costs per half-hour as outlined	\$ 32,200.00
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Staff:

(1) Research Co-Ordinator, full time @\$140.00 per week	\$ 700.00
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(1) Secretary, full time @ \$125.00 per week	\$ 625.00
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Supplies @ \$30.00 per week	\$ 150.00
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Postage @ \$15.00 per week	\$ 75.00
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Phone, covering local calls and long distance calls to laboratories, equipment agencies, etc. @ \$50.00 per week	\$ 250.00
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Transportation @ \$100.00 per week	\$ 500.00
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Printing, covering descriptive materials on programs, and publication of periodical and final evaluation of series @ \$300.00 per week	\$ 1,500.00
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Overhead, covering rental of Seeds of Discontent office, including utilities @ \$200.00 per month	\$ 225.00
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(Continued)

(CONTINUATION - Budget Outline)

Part-time work, per-diems, etc.
for grass-roots advisors and
assistants in production
@ \$500.00 per week \$ 2,500.00

Per-diems and travel for professionals
consulted or brought in to advise
@ \$1,000.00 per week \$ 5,000.00

TOTAL COST PER 24 MINUTES

ON CONTINUING BASIS \$ 43,725.00

SEEDS OF DISCONTENT SYMPOSIA

Each film would be preceded by a symposium on the subject or subjects involved. These would be held in cooperation with professionals and agencies found relevant to the topics, with the cooperation and participation of grass - roots organizations involved in the areas under consideration. The symposia would be held at Wayne State University in Detroit.

After each symposium the tape recorded presentations and discussions would be transcribed and made ready for publication in off-set type-script form. This information would provide the direction for the subsequent film, and would eventually accompany the film as an educational film-book release.

Addendum

We wish it to be explicitly known that we are interested in producing any single project herein mentioned for television or educational use, but are also interested in the production of documentary films on other social concerns not mentioned here. Our resources have been collected in the interests of our community and are available to individuals, agencies, and institutions within it for purposes of general information, research, or media production.

Suggested Budget Breakdown

Commercial Sponsor:

\$920,920.00 (\$35,420.00 X 26 weeks) Production Expenses

51,480.00 AA TV Time, 26 weeks

\$972,400.00 Total

This would necessitate live or videotaped introductions and closings, with the use of existing spots, or live spots.

Foundation Funding:

\$115,250.00 Operation, Research Staff and other expenses
of Seeds of Discontent, Inc. for one year.

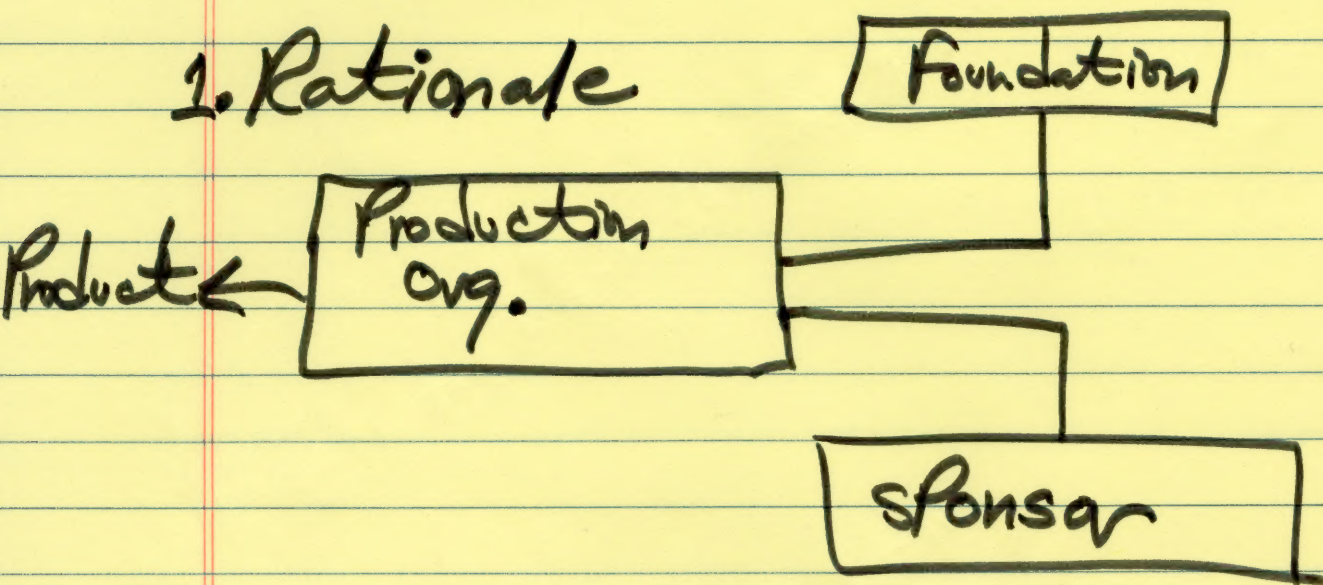
Co-op Television Project

It is the purpose of this series of Programs to demonstrate to Private sponsors that significant Programming can be sponsored, Produced, and ^{well} received on a local level.

This can be done only with the help of govt. subsistence or foundation funding, due to the high costs of really outstanding Productions. These high costs cannot be met by local commercial sponsors; and, as a result, the Programs are not Produced or aired. This situation could be reversed by supplemental funding.

TU Co-op

Index



2. Organization + Administration

3. Funding
a. Foundation
b. Sponsor

4. Supporting Organizations + Agencies

3. Funding

9. foundation

9. foundation

(1) Seeds overhead	\$2,305.00
smiles	week
(2.) $\frac{1}{2}$ Production Cost	\$17,710.00

(2.) $\frac{1}{2}$ Production Cost \$17,710.00

21,525.00

17. No. 00

$$39,235.00$$

26 Programs \$1,020,010.00

b. Sponsor

(1) $\frac{1}{2}$ Production #17,720...

(2.) TV Time \$ 1,980.00

(3) Spots + Billboards
Amortized over 26 weeks 2696.15

4 22,386.15

26 Programs \$581,039.90

Hartford —

No Commonwealth

W.S.U. Press to publish
typescripts

Contacts at Ford Foundation
Mott
Kresge

~~444-666~~

444-4666 Costello WTVS

272-5797 Malone home

961-9160 New Detroit Committee

577-2424 Monteith

↙ 577-4375 Sci. Soc.

577-7467 —downstairs

Paul Blumenthal — Monteith
Foundations

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with support from Stephen P. Jarchow.**



Wisconsin Center
for Film and Theater Research

<http://wcftr.commarts.wisc.edu>